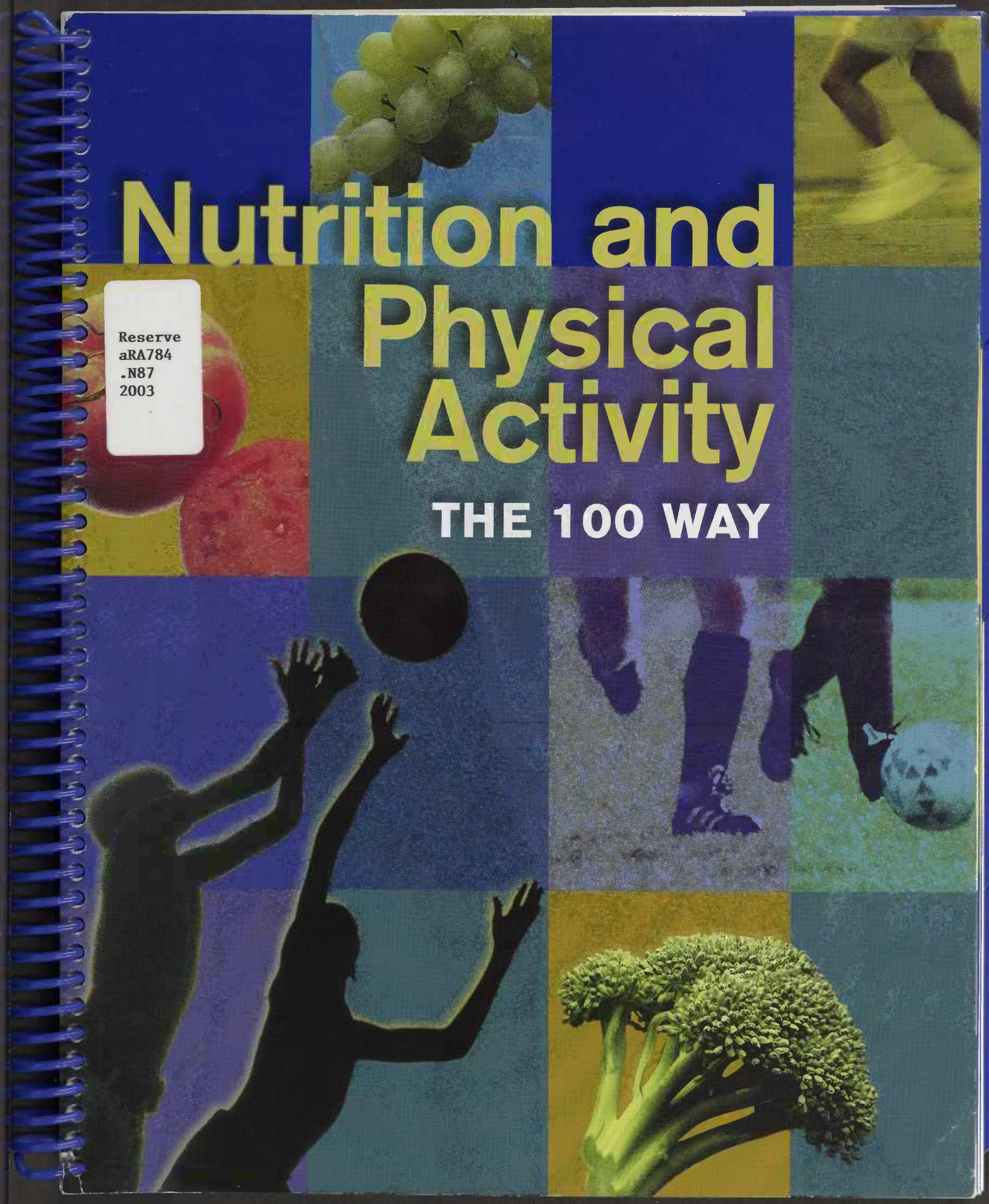
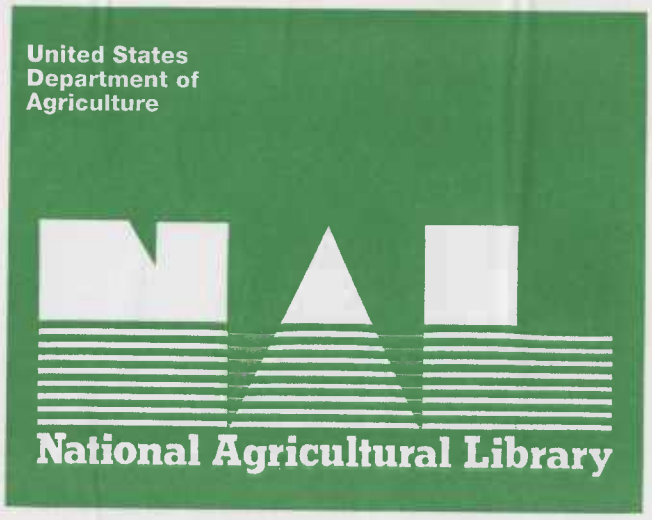
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Nutrition and Physical Activity

THE 100 WAY



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USDA U.S. Department of Agriculture Food and Nutrition Service

CDC Centers for Disease Control and Prevention

100 BLACK MEN OF AMERICA, INC.

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Acknowledgment

This document is designed to be used as a supplement to the existing leadership development curriculum, *Mentoring the 100 Way.* It was developed through a collaborative partnership with the Centers for Disease Control and Prevention (CDC), the U.S. Department of Agriculture (USDA)/Food and Nutrition Service, the 100 Black Men of America, Inc. (100 BMOA, Inc.), and the California Adolescent Nutrition and Fitness Program (CANFit). The intent of this partnership is to offer a document that uses nutrition and physical activity as leadership development tools for working with adolescents. The audience for this supplement is the 100 BMOA volunteers who work with 11 to 18-year-old youth participating in the *Mentoring the 100 Way* program. The goal is to help prevent obesity and improve health.

The creation of this document involved conducting focus groups with youth, interviews with representatives from the 100 BMOA chapters, discussions of process and outcome evaluation measures, and extensive field-testing under a variety of environments. The final product contains background information on a variety of nutrition and physical activity topics, a section on incorporating the guide into an existing mentoring program, complete instructions for implementing interactive activities, handouts and background information for parents, and resource lists.

This project could not have been completed without the efforts of many people who worked together to create this guide, including:

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Introduction

Research has shown that African-American male adolescents are at an increased risk of developing heart disease and diabetes. These chronic diseases are often linked to poor eating and physical activity behaviors. Community issues, such as limited food selection and unsafe neighborhoods, often make it difficult for African-American youth to make healthful choices regarding their diet and physical activity. An important strategy for young people to improve their food and activity choices is to learn what goes on in their community and how it affects their eating and activity behaviors. Youth programs can play an important role in motivating young people to examine these issues and come up with solutions.

Encouraging young people to canvass their communities and develop action plans for improving their food and activity options is an empowering effort that can lead to lifelong healthier habits. It is also an activity that can easily be accomplished in a mentoring organization.

This document has been designed to help you in making your program an example of what it takes to be a healthy, African-American male leader. Specifically, it will help you guide your youth through activities that will:

- Increase their understanding of nutrition and fitness related issues that affect their environments.
- Teach skills that will help them make healthier nutrition and physical activity choices.
- Design a youth-driven nutrition and physical activity community project.
- Model and promote healthful eating and physical activity.

CHAPTER

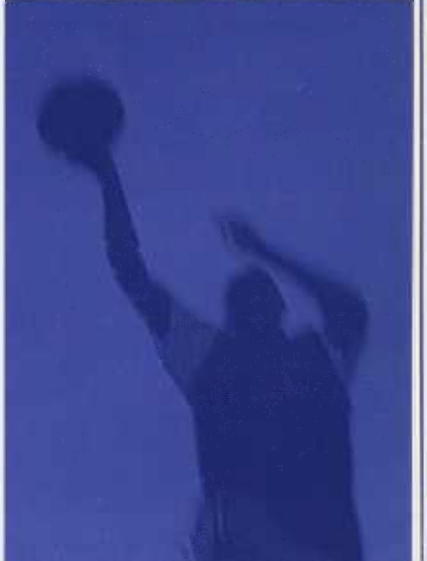
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Nutrition and Physical Activity Basics

Being a positive role model and understanding the relationship between good nutrition and regular physical activity and disease prevention are important parts of implementing successful strategies to improve the health of the youth involved in your programs.

The following sections include information on the current *Dietary Guidelines for Americans;* food labels; lowering the amount of fat, cholesterol, and sodium in your diet; and diseases prevalent in the African-American community. This information is provided to help you become more informed about nutrition and physical activity issues that affect the African-American community and to help you improve your own eating and physical activity behaviors.





Dietary Guidelines for Americans

Adapted from the 2000 *Dietary Guidelines for Americans*

Aim for Fitness

1. Aim for a healthy weight.

Choose a lifestyle that combines sensible eating with regular physical activity. Being overweight or obese increases your risk for high blood pressure, high cholesterol, heart disease, stroke, diabetes, certain types of cancers, arthritis, and breathing problems. A healthy weight is the key to a long, healthy life.

Tips for maintaining a healthy weight:

- Choose sensible portions. (Refer to the Food Guide Pyramid in the appendix for appropriate serving sizes and number of servings.)
- Fill up on fruits, vegetables, and grains (especially whole grains).
- Use the food label and ingredient list to help you choose foods lower in fat and sugar. (See the "Reading Food Labels" section in this chapter or the "Reading Food Labels" activity in Chapter 6 for information on food labels.)
- Get regular physical activity to balance calories from the foods you eat.

2. Be physically active each day.

Adolescents and adults can improve their health and well-being by including moderate amounts of physical activity in their daily lives. A moderate physical activity is any activity that requires about as much energy as walking 2 miles in 30 minutes. Adults should accumulate at least 30 minutes of moderate physical activity most days of the week, preferably daily. Adolescents should aim for at least 60 minutes of moderate activity daily.

Other examples of physical activity that both adults and adolescents can enjoy:

- Walking, jogging, running
- Riding a bike
- Swimming
- Basketball, volleyball
- Dancing
- Jumping rope

Build a Healthy Base

1. Let the Pyramid guide your food choices.
To make sure you get all the nutrients your body needs, use the Food Guide Pyramid. (See "Appendix" in Chapter 8 for a reproducible copy.) Choose the recommended number of daily servings from each of the five major food groups.

2. Choose a variety of grains daily, especially whole grains.
Grains are an important part of a healthy diet as they provide vitamins, minerals, carbohydrates (starch and dietary fiber), and other substances. Eating a variety of whole grains, such as whole-wheat bread, popcorn, brown rice, whole grain ready-to-eat cereal or oatmeal, promotes proper bowel function.

3. Choose a variety of fruits and vegetables daily.
Fruits and vegetables provide essential vitamins and minerals, fiber, and other substances that promote healthy bowel function. To promote your health, you should eat at least 5 servings of fruits and vegetables each day.

Increase your fruit and vegetable intake by:

- Keeping ready-to-eat raw vegetables handy in a clear container in front of your refrigerator for snacks.
- Drinking 100% fruit juice or low-sodium vegetable juices.
- Topping your morning cereal or evening dessert with fresh berries, bananas, peaches, or raisins.

- Adding fruit to yogurt, pancakes, and waffles.
- Adding fresh vegetables, such as zucchini, broccoli, red peppers, and mushrooms, to soups and pasta.
- Making a fresh fruit smoothie.

4. Keep foods safe to eat.

- Wash your hands before and after handling food or food utensils.
- Clean utensils and surfaces (cutting boards, counters) with hot soapy water.
- Wash raw fruits and vegetables under running water before eating.
- Keep raw meat, poultry, eggs, fish, and shellfish away from other foods. Store raw meat, poultry, fish, and shellfish in containers so that the juices don't drip onto other foods.
- Cook foods to a safe temperature (170 °F to 180 °F for poultry, 145 °F to 160 °F for meats). Hold hot food at 140 °F or above.
- Chill and refrigerate perishable foods within 2 hours of purchasing and preparation and within 1 hour if the air temperature is above 90 °F. Refrigerate at or below 40 °F or freeze at or below 0 °F.

Choose Sensibly

1. Choose a diet low in saturated fat and cholesterol and moderate in total fat.
(Refer to the "Facts About Fats" and "Facts About Cholesterol" sections in this chapter for tips on how to decrease your fat and cholesterol intake.)

2. Choose beverages and foods to moderate your sugar intake.
Added sugars are sugars and syrups added to foods in processing, not the naturally occurring sugar in foods like fruit or milk. Eating foods high in added sugar is a concern because consuming excess calories from these foods can cause weight gain or lower consumption of more nutritious foods. In the United States, the number one source of added sugar is nondiet soft drinks (soda or pop). Sweets and candies, cakes and cookies, and fruit drinks and fruitades are also major sources of added sugars. (Refer to the "Low-Down on Sugar" activity in Chapter 6 for more information on sugar in the diet.)

3. Choose and prepare foods with less salt.
(Refer to the "Facts About Sodium" section in this chapter for tips on how to decrease your salt intake.)

4. If you drink alcoholic beverages, do so in moderation.
Alcoholic beverages supply calories but few nutrients and can be harmful when consumed in excess. Taking more than one drink a day for women and more than two drinks a day for men can raise the risk for motor vehicle crashes, other injuries, high blood pressure, stroke, violence, suicide, and certain types of cancers. Children and adolescents as well as women who may become pregnant or who are pregnant should not drink alcoholic beverages.

For more information on the *Dietary Guidelines for Americans,* visit www.cnpp.usda.gov.

READ IT before you EAT IT!

What to Look for on the Food Label

Learning to read food labels is an important skill that can help you make informed and nutritious food choices to improve your health. On the label, you can find information about the nutrients found in a food as well as what is an appropriate serving size.

1. Serving size.
Always check the top of the label to see how much is in one serving.

2. Limit foods that are high in fat, cholesterol, and sodium.
Eating too much of these may cause high blood pressure, heart disease, and some types of cancers.

3. Eat plenty of fiber, vitamin A, vitamin C, Calcium, and Iron.
These nutrients are good for you and can help you stay healthy by protecting you from diseases. Fiber is important because it promotes proper bowel function. Vitamin A helps keep your skin and eyes healthy. Vitamin C may help to prevent colds. Calcium helps build and maintain strong bones, while iron helps your muscles and brain work more efficiently.

HOW TO READ A NUTRITION FACTS LABEL

Macaroni & Cheese

Nutrition Facts

Start Here →

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	**18%**
Saturated Fat 3g	**15%**
Cholesterol 30mg	**10%**
Sodium 470mg	**20%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

Limit these Nutrients

Get Enough of these Nutrients

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Footnote

Quick Guide to % Daily Value

5% or less is Low
20% or more is High

4. Use the % Daily Value (DV) column.
The % DV tells you how a serving of a food compares to what you eat in a whole day. If a food has 5% of the DV for a nutrient, that means it has a low amount. If it has 20% of the DV for a nutrient, it has a high amount.

Facts About Heart Disease

1

Did you know?

- Heart disease is the single most prevalent killer of American males and females.
- About every 29 seconds, an American will suffer a heart attack or stroke, and about every minute someone will die from these causes.
- African-Americans have the highest rates of two of the leading risk factors for heart disease: obesity and high blood pressure.
- The risk of developing heart disease can be decreased by following a healthy diet and being physically active.
- Among adults ages 18 and older, 46% of African-American men and 57.1% of African-American women have no leisure physical activity.

What is heart disease?

Heart disease is a decrease in the heart's ability to work properly. Heart attacks, strokes, and high blood pressure are all factors that can damage the heart.

What is a heart attack?

A heart attack can occur when an artery that supplies blood to the heart becomes blocked. This can happen when there is a buildup of fat or cholesterol or a blood clot. Without oxygen-rich blood, the heart muscle suffers significant damage and dies.

What is a stroke?

A stroke occurs when an artery that transports blood and oxygen to the brain becomes blocked or when a blood vessel in the brain bursts. Without enough oxygen, brain cells die resulting in memory loss as well as an inability to talk, walk, or move. Once brain cells die, they cannot be replaced.

What is high blood pressure?

Blood pressure is a measure of the force with which blood pushes against the artery walls as it is pumped through the cardiovascular system. Optimal blood pressure for adults is < 120/ < 80. A reading of 1,40/90 is considered above normal and is diagnosed as hypertension. Hypertension means that there is too much pressure on the artery walls and the heart has to work harder to pump blood.

High blood pressure can begin in childhood, and over time may cause the heart to enlarge and the arteries to become scarred, hardened, and less elastic. Less elastic arteries are more likely to become clogged, setting the stage for a heart attack or stroke. High blood pressure can also lead to kidney failure if blood vessels in the kidney are damaged, and/or blindness as arteries in the eye become too narrow. Thirty-one percent of African-Americans suffer from high blood pressure.

What are the risk factors for heart disease?

High blood pressure. Excessive sodium intake has been shown to raise blood pressure. The Nutrition Facts label recommends eating no more than 2,400 mg. of sodium (the amount found in 1 teaspoon of salt) a day. By age 17, the average child consumes 3,670 mg. daily!

High blood cholesterol. Consuming foods high in saturated fat and cholesterol, such as meat and whole milk dairy products, can lead to high blood cholesterol levels. About a third of adolescents ages 10 to 19 have blood cholesterol levels that are too high (a total blood cholesterol above 170).

Obesity and Overweightness. Being 20% or more above ideal body weight doubles the risk of developing heart disease. Extra weight around and above the waist is associated with an increased risk.

Physical inactivity. Those who are inactive are twice as likely to develop heart disease than those who are active.

Smoking. Smokers have more than double the risk of having a heart attack than nonsmokers. Smoking damages the blood vessels and stimulates the development of fatty deposits around the arteries.

Heredity. Heart disease appears to run in families. Children whose parents have heart disease are more likely to develop it themselves.

Gender. Men have more heart disease than women.

Age. About four out of five people who die of a heart attack are age 65 or older. Heart disease primarily affects middle-aged and older adults, but its foundation is laid early in life.

How can I decrease my risk of developing heart disease?

Fill up on fiber. You can increase the amount of fiber in your diet by including more beans. Try cooking chili and bean soups; add kidney beans to rice and salads. Root vegetables, such as sweet potatoes, carrots, and beets, are good sources of fiber. Try adding these vegetables to soups or stews. Add carrots, apples, and pears to slaws and salads. Other good sources of fiber are peas, oranges, grapefruits, oatmeal, whole-wheat breads, crackers, and whole-grain breakfast cereals. Read the food label; foods with 20% or more of the % DV for fiber contribute a large amount, while foods with 5% or less of the % DV contribute a small amount of fiber.

Eat less fat. Avoid fried foods such as fried chicken and fish, French fries, fried cheese and zucchini sticks, doughnuts, and potato chips. Limit your consumption of solid or saturated fats such as butter and hard or stick margarine. Use vegetable oils (canola, olive, safflower, corn, sunflower, sesame seed) as a substitute. Other major sources of saturated fat include ground beef (hamburger meat), sausage, hot dogs, bologna, whole milk, cheese, ice cream, pies, pastries, and chocolate bars. Choose lean meats and poultry and fat-free or low-fat (1%) milk products. Cut back on hard or stick margarine, cakes, cookies, and pies that contain partially hydrogenated oils (trans fat).

Eat fewer foods that are high in cholesterol. Foods containing cholesterol come from animals or products made from animals such as meat, poultry, shellfish, butter, lard, and egg yolks.

Eat fewer high-sodium foods. High-sodium foods include many processed foods that are canned or dehydrated such as instant ramen soups; processed meats (hot dogs, bologna, sausage, bacon); processed cheese (American); frozen dinners; canned pasta; flavored rice and pasta mixes; and most fast foods.

Exercise to protect your heart. Exercise raises HDL (good) cholesterol, lowers blood pressure, and helps maintain weight. Adults should get at least 30 minutes of moderate physical activity most days of the week, preferably every day. Adolescents need 60 minutes of physical activity every day, including moderate to vigorous exercise. Examples of moderate activities include: brisk walking, jogging, swimming, cycling, jumping rope, dancing, mowing the lawn, and gardening.

For more information on heart disease, contact your local chapter of the American Heart Association or visit www.americanheart.org.

Facts About Diabetes

1

Did you know?

- Diabetes is the seventh leading cause of death in the United States.
- Diabetes is a chronic disease for which there is no cure. This year, more than 190,000 will die from diabetes and its related complications.
- Approximately 2.3 million or 10.8% of all African-Americans have diabetes however, one-third of them do not know they have it.
- African-Americans are 1.7 times more likely to have diabetes than non-Latino whites.
- African-Americans experience higher rates of at least three of the serious complications of diabetes: blindness, amputation, and end stage renal disease (kidney failure).
- Each year 56,000 people lose a foot or leg to diabetes. Among people with diabetes, African-Americans are 1.5 to 2.5 times more likely to suffer from lower limb amputations.
- Ten to 21% of all people with diabetes develop kidney disease. African-Americans with diabetes are 2.6 to 5.6 times more likely to suffer from kidney disease, with more than 4,000 new cases of end stage renal disease each year.
- The prevalence of Type II diabetes is on the rise among African-American adolescents.

What is diabetes?

Diabetes occurs when the body is unable to transport sugar from the blood into the cells in the body. Left untreated, diabetes can lead to blindness, kidney failure, and nerve damage in the feet and the legs.

What are the two types of diabetes?

1. Type I diabetes occurs when the body is unable to produce insulin (the hormone that transports sugar into cells). Type I diabetes usually develops in childhood, and its cause is not entirely understood. Some scientists have linked it to both genetic and environmental components.

2. Type II diabetes occurs when there is a decrease in the cells' sensitivity to insulin. It usually occurs in adults over the age of 40 who are overweight or obese and physically inactive, but there is now a rise in the number of children and adolescents diagnosed with the disease. It is believed that an increase in obesity rates among young people is the cause.

What are the risk factors for Type II diabetes?

- Physical inactivity
- Obesity and overweightness
- Family history of diabetes

How can I decrease my risk of developing Type II diabetes?

- Follow a healthy diet low in fat and rich in fruits and vegetables to help prevent excessive weight gain.
- Get at least 30 minutes of moderate physical activity most days of the week, preferably every day for adults and at least 60 minutes of moderate physical activity every day for adolescents.

For more information, contact the American Diabetes Association at 800-342-2383 or visit www.diabetes.org.

Facts About Fats

1

Fats are the most concentrated source of calories and have been associated with the development of heart disease and other serious illnesses. Although a high intake of fat has been associated with the development of certain diseases, certain types of fats are essential for good health.

Why do we need some fat in our diet?

Fat:

- provides essential fatty acids (essential fatty acids are fats that the body cannot manufacture);
- is necessary for the absorption of important vitamins (A, D, E, K);
- acts as an insulator to maintain body temperature;
- supplies oils to skin and hair follicles for a healthier complexion and shiny hair;
- improves the taste of foods and promotes digestion.

What are the different types of fats?

Saturated Fat is a type of fat that is solid at room temperature (e.g., butter, lard). Saturated fat can clog arteries and veins and is associated with increased risk for heart disease. Saturated fat is usually found in animal products such as meat, poultry, and whole milk dairy products.

Unsaturated Fat (e.g., monounsaturated, polyunsaturated) is a type of fat that is usually liquid at room temperature (e.g., vegetable oils). Some exceptions include unsaturated fats found in olives, avocados, and peanut butter. When substituted for saturated fat, unsaturated fat can help reduce the risk of heart disease.

Trans Fat, like saturated fat, appears to clog arteries. Foods that are high in trans fat include margarine, cakes, cookies, pies, and other fatty foods made with partially hydrogenated (partially hardened) oils.

How can I decrease the amount of fat in my diet?

The maximum amount of fat a person should consume daily depends on their age, gender, physical activity, growth, and the number of calories they consume. To lower your fat intake try to:

1. Limit your use of solid or saturated fats such as butter and hard or stick margarine. Use vegetable oils (canola, olive, safflower, corn, sunflower, sesame seed, or margarine low in saturated and trans fat) as substitutes.
2. Cut back on foods that contain partially hydrogenated oils such as cakes, cookies, and pies.
3. Avoid foods that are fried such as chicken and fish, French fries, cheese and zucchini sticks, doughnuts, and potato chips.
4. Choose fat-free or low-fat (1%) milk products.
5. Choose lean meats and poultry without skin.
6. Read your Nutrition Facts label to compare the % DV for fat and saturated fat and to choose foods with a lower % DV. Foods with 5% or less of the % DV for fat contribute a small amount of fat while foods that have more than 20% of the % DV for fat contribute a large amount.

What Is Your Limit on Fat?

Total Calories per day	*Saturated Fat in Grams**	*Total Fat in Grams***
2,200	24 or less	73
2,500	25 or less	80
2,800	31 or less	93

*This limit is less than 10% of calories from saturated fat.

**This limit is 30% of calories for total fat.

1

Compare the Saturated Fat in Foods

Food Category	*Saturated Fat Content in Grams*	*% Daily Value of Saturated Fat***
Cheese—1 oz.		
Regular cheddar cheese	6.0	24.0%
Low-fat cheddar cheese*	1.2	4.8%
Ground Beef—3 oz. cooked		
Regular ground beef	7.2	29.0%
Extra lean ground beef*	5.3	21.0%
Milk—1 cup		
Whole milk	5.1	20.0%
Low-fat (1%) milk*	1.6	6.4%
Breads—1 medium		
Croissant	6.6	26.4%
Bagel*	0.1	0.4%
Frozen Desserts—1/2 cup		
Regular ice cream	4.5	18.0%
Frozen yogurt*	2.5	10.0%
Table spreads—1 tsp.		
Butter	2.4	9.6%
Soft margarine*	0.7	3.0%

*Choice that is lower in saturated fat

**Values are estimated based on a 2,500 calorie diet. (The average amount of calories an adult male might consume)

Facts About Cholesterol

High blood cholesterol can increase your risk of developing heart disease. Although eating too much saturated fat is the chief culprit in raising blood cholesterol, eating too much dietary cholesterol can also play a part.

What is cholesterol?

Cholesterol is a fatty-like substance that the body uses for many chemical processes. It builds and repairs cells, is used to produce sex hormones, such as estrogen and testosterone, is converted to bile acids to help you digest food, and is found in large amounts in brain and nerve tissue.

Where does cholesterol come from?

Your liver manufactures cholesterol, and you can also consume cholesterol in foods. Dietary cholesterol is found only in foods that are of animal origin such as meat (particularly organ meats like liver or kidney), egg yolks, and dairy products. There is no cholesterol in plant foods such as fruits, vegetables, and vegetable oils.

What are the different types of cholesterol?

Cholesterol travels in the blood in combinations called lipoproteins.

Low Density Lipoprotein (LDL) is often called "bad" cholesterol because too much LDL in the blood can lead to cholesterol buildup and blockage in the arteries. LDL delivers cholesterol to your arteries which can lead to a buildup of plaque. Over time, a buildup of plaque can make your arteries narrower and narrower. As a result, less blood gets to the heart and the risk of heart disease increases. Eating too much saturated fat and cholesterol can raise the level of cholesterol in your blood.

High Density Lipoprotein (HDL) is known as "good" cholesterol because HDL helps remove cholesterol from the blood, preventing it from accumulating in the arteries. High levels of HDL are associated with a decreased risk of heart disease. Regular exercise can increase HDL levels.

How can I lower my blood cholesterol?

Limit daily dietary cholesterol to 300 mg. or less. Foods high in cholesterol include liver, egg yolks, and shrimp.

Limit intake of saturated fats. These fats increase the problem of clogged arteries. Saturated fats are mostly found in animal fat, such as lard, butter, beef fat, and cream. Use the leanest cuts of meat, avoid the skin of poultry, and use skim or low-fat milk, yogurt, and cheese. Avoid tropical oils, such as palm, palm kernel, and coconut. These highly saturated oils are hidden in coffee creamers, whipped toppings, commercially baked goods, and chocolate candy.

Limit intake of trans fatty acids. Trans fats are created when foods are partially hydrogenated to make them solid—like brick margarine. These types of fats can also be found in commercially baked goods, fried foods, and prepared convenience foods. Margarine that is "trans free" is your best choice.

Eat fish more often. The oils in fish may be protective to your heart. The American Heart Association recommends at least 2 servings of fish per week to obtain these protective effects.

Increase your fiber intake. Soluble fiber foods (such as oats, beans, lentils, barley, and vegetables, and fruits, such as apples, pears, plums, oranges, and grapefruits) offer cholesterol-lowering properties. These types of foods reduce the fat and cholesterol that enter your body.

Eat at least 5 servings of fruits and vegetables a day. Fruits and vegetables provide fiber, vitamins, minerals, antioxidants, and phytochemicals that help protect against heart disease. Oranges, grapefruits, pears, strawberries, okra, legumes, carrots, and peas are high in soluble fiber, which has been shown to lower cholesterol. Sweet potatoes, potatoes, tomatoes, cantaloupes, watermelons, and peaches are high in beta-carotene and other protective phytochemicals. Spinach, broccoli, cabbage, and other green leafy vegetables are a rich source of antioxidants.

Stay physically active. Adults should get at least 30 minutes of moderate physical activity most days of the week, preferably every day. Adolescents need at least 60 minutes of moderate physical activity every day.

Facts About Sodium

In the United States, the prevalence of high blood pressure in African-Americans is among the highest in the world. Thirty-one percent of African-Americans suffer from high blood pressure. Studies indicate that a diet high in sodium can lead to an increase in blood pressure.

What is sodium?

Sodium is a mineral that is essential for life. It is important for maintaining proper fluid balance in the body and aids in nerve transmission and muscle contraction.

How much sodium do our bodies need?

To replace salt lost in urine, feces, and sweat, the body needs about 500 mg. of sodium a day (less than ¼ teaspoon of salt). It is recommended to consume no more than 2,400 mg. of sodium (1 teaspoon of salt) a day.

Where do we get sodium from?

Salt is our number one dietary source of sodium. The average American eats 6,000 mg. of sodium (2½ teaspoons of salt) a day: 15% comes from the salt shaker, 10% occurs naturally in foods, and 75% is in processed foods (luncheon meats, bacon, sausage, canned soups and vegetables).

How can I decrease the sodium in my diet?

- Limit your intake of processed foods.
- Choose unprocessed meats.
- Choose fresh or frozen fish, shellfish, and poultry more often.
- Choose fresh, plain frozen, or canned vegetables without added salt more often.
- Do not use salt at the table.
- Do not add salt while preparing meals.
- Substitute herbs, spices, or lemon juice for salt.
- Read Nutrition Facts labels and choose foods with lower levels of sodium and/or salt.

Foods Typically High In Sodium*

Cheese	Luncheon meats
Hot dogs	Bacon
Catsup	Mustard
Soy sauce	Many frozen entrees
Canned soups	Canned entrees
Pizza	Flavored pasta and rice mixes
Many snack crackers	Most chips

* You can usually find lower sodium versions of these foods.

CHAPTER

2

Incorporating Nutrition and Physical Activity Into the 100 BMOA Mentoring Program



Section Contents

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1. Why Are Nutrition and Physical Activity Important for African-American Youth?

Did You Know?

- Obesity rates among African-American youth ages 12 to 17 have reached an all time high of 13%.[1]
- The prevalence of noninsulin dependent diabetes among teenagers is on the rise in the African-American community.[2]
- 31% of African-Americans suffer from high blood pressure.[3]
- 26% of African-Americans have high blood cholesterol.[3]
- African-Americans lead in the mortality rate of the Nation's six biggest killers. Among these are heart disease, cancer, and stroke.[1]
- The average life expectancy for African-American men is 64 years (compared to the national average of 75.5).[4]

The young people you mentor in the 100 BMOA youth programs will grow up to be leaders of tomorrow. Over the last decade, we have discovered much about the relationship between poor nutrition and inactivity and poor health. We have also seen the serious outcomes that unhealthy eating and exercise habits have had on the African-American community. For example, soaring blood pressure levels and diabetes can lead to kidney failure, amputation, and strokes. However, despite increased awareness and these tragic outcomes, poor eating and physical activity behaviors continue, especially among adolescents.

[1] "Update: Prevalence of overweight among children, adolescents, and adults—United States, 1988-1994" in Morbidity and Mortality Weekly Report, 46:199-202, 1997

[2] "Type 2 Diabetes in Minority Youth: Conference Report," R.S. Young and Arian L. Rosenbloom, Clinical Pediatrics, 37:63-66, 1998

[3] American Heart Association, *2001 Heart and Stroke Statistical Update.* Dallas, Texas: American Heart Association, 2000

[4] National Vital Statistics Report, Vol. 48, No. 18, February 7, 2001

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How Do the 100 BMOA Youth Rate?

Focus groups conducted with 11- to 18-year-olds participating in the 100 BMOA youth programs about nutrition and physical activity revealed:

- Youth frequently buy chips, sodas, apple pies, and candy bars for lunches and snacks at school snack stores and vending machines.
- They prefer to eat fast foods at lunch instead of cafeteria food or lunch brought from home.
- They do not eat many fruits and vegetables.
- They average about 5 hours of TV viewing a day.
- They do not participate in regular physical activity outside of organized sports.
- They realize that good health is important, but they don't think that it is important for them.

Increased consumption of high-fat fast foods, high-sugar soda, and candy coupled with decreased participation in regular physical activity contribute to the high incidence of overweight and other health risks among African-American adolescents. When you consider the constant amount of unhealthy diet and activity images and messages, it's no surprise that these unsound behaviors and attitudes are so prevalent. Fast-food outlets proliferate in their neighborhoods (to date, 170,000 nationwide[5]) and schools; soda manufacturers spend billions of dollars on clever advertising and marketing campaigns to ensure brand loyalty. Technological breakthroughs, such as cordless phones, remote control devices, video games, and the Internet, have made life more sedentary and less active for youths and adults. But despite the realities of modern society, there are many positive ways to help influence the nutrition and fitness attitudes and behaviors of young people.

[5] Bureau of the Census. *Statistical abstract of the United States:* the national data book, 1997, 117th ed., Washington: Government Printing Office, 1997

2. How Can the 100 BMOA Youth Programs Make a Difference?

1. Assess the nutrition and physical activity behaviors of youth, and help them make plans for improvement.

2. Teach skills that can help them improve their nutrition and physical activity choices. This can include learning to read food labels, analyzing foods for nutritional content, and setting goals to incorporate more physical activity into their day.

3. Incorporate interactive nutrition and physical activity learning experiences into the 100 BMOA programs. These can include taste testing a variety of foods, measuring the fat content of popular fast foods, inviting a nutrition or physical activity expert to speak at a meeting, and visiting a local recreation facility such as a swimming pool, golf course, tennis court, or gym.

4. Sponsor youth-driven projects that can promote community nutrition and physical activity, including increasing the availability of healthful foods at their school or in their neighborhood.

5. Model and promote healthful eating. Offer healthful meals and snacks during program meetings, and encourage youth to participate in regular physical activity.

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3. Incorporating Nutrition and Physical Activity Into the *Mentoring the 100 Way* Curriculum

Session I. Introduction

- *Program objectives and ground rules*
  - Highlight your program's goal of improving youth nutrition and physical activity. Emphasize that eating well and exercising are important and relevant to young people.
  - Play a trivia game to determine their nutrition and physical activity knowledge.
  - Offer a healthful meal and/or snack.
  - Engage youth in a physical activity session.

Session II. Self-identity

- *Self-esteem, feeling good about yourself*
- *Self-direction, taking responsibility*
- *Taking care of yourself (personal hygiene)*

  Taking good care of your body is an important part of establishing self-esteem and confidence. Young people can take responsibility for their health by improving their food and activity choices.
  - Have youth complete food and activity records to assess their nutrition and fitness behaviors. Review the Food Guide Pyramid and daily dietary and activity recommendations. Discuss their current diet and exercise behaviors, and brainstorm ways they can be improved.
  - Offer a healthful meal and/or snack.
  - Engage youth in a physical activity session.

Session III. Family Roles and Support System

- *Identifying family roles and responsibilities*
- *Learning to deal with feelings of anxiety and frustration toward family members*

Family environment plays a large role in fostering and modeling appropriate eating and exercise behaviors. Making trips to the grocery store, preparing and sharing an evening meal, or taking a family outing are great opportunities to set good examples and strengthen communication. Encourage youth to get involved with family meal planning and preparation. Promote family activities that involve physical activity, such as walks to the store or church, shooting hoops at the basketball court, playing catch at the park, bowling, tennis, or miniature golf.

- Have youth plan and prepare a healthful meal, and invite parents and family members to attend. Share information with parents on the value of sharing healthful meals and physical activity experiences with their children.
- Invite a chef to conduct a healthy cooking demonstration to demonstrate basic food preparation and safe food handling techniques.
- Plan a field trip to a local grocery store and discuss smart shopping strategies.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session IV. Peer Relationships

- *Dealing with peer pressure*
- *Identifying negative influences and behaviors*

Young people today face many lifestyle choices. Peer pressure, peer influence, and the media all play significant roles in the decisions that youth make about what they eat and how they spend their free time. Help youth identify and deal with the negative messages and influences.

- Discuss the roles peer pressure, peer influence, and the media play in youth dietary and exercise behaviors.

- Have youth identify role models (e.g., sports figure, relative, or teacher) who they believe follow a healthy lifestyle.
- Invite a local sports figure to speak to the youth about the positive effect healthy eating and physical activity habits have had on his successful career.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session V. Effective Expressions

- *Verbal and nonverbal forms of communication*

Young people today often place a lot of importance on physical appearance. How they decide whether someone is attractive or not can definitely affect how they communicate both verbally and non-verbally. Helping youth to be aware of what influences their forms of communication with others and to learn how to overcome bias are important elements in fostering effective communication skills.

- Encourage youth to focus on appreciating internal versus external qualities.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session VI. Setting Goals

- *Identifying long-term and short-term goals*

Goal-setting is an important part of taking responsibility for health.

- Have youth identify healthy behaviors they would like to establish and develop plans to accomplish them.
- Have youth complete a weekly or monthly activity goal sheet to set objectives and track their progress.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session VII. Career Development

There are many exciting and innovative health-related employment opportunities in both the public and private sectors.

- Invite a guest speaker to talk about career opportunities in a nutrition or fitness-related field.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session VIII. Growth and Opportunity

- *Dealing with issues of puberty and sexuality*

During adolescence, youth often experience concern about their body weight, shape, and the changes their bodies are going through. Adolescent insecurities combined with our society's obsession with physical appearance can lead to an unhealthy body image. Both boys and girls feel pressure to live up to images they see portrayed in society. As a result, they often place unrealistic expectations on one another and have unrealistic definitions of what is considered attractive. Young men, in particular, have a major influence on how young women view their bodies. It is important for youth to develop an appreciation of diversity and, at the same time, learn to accept their own bodies.

- Hold a discussion about how society influences how they feel about themselves and others.
- Discuss the ways that young men influence how young women feel about their bodies.
- Discuss the ways that young men can be more respectful of their female peers.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session IX. Abstinence and Contraceptive Methods

- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session X. Substance Abuse and Violence

- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session XI. Divorce, Suicide, Death, and Bereavement

- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Session XII. Closing

Summarize what has been learned about eating healthful foods and getting regular physical activity.

- Have youth complete a food and activity record to evaluate their progress—what they have learned and any changes or improvements they have made along the way.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

4. Incorporating Nutrition and Physical Activity Into a Kwanzaa-Based Mentoring Program

Adapted from the DeKalb County 100 Black Men of America, Inc., and Leadership Academy Kwanzaa Principles

Umoja (Unity)

Demonstrating unity in the family, community, and race

- Have youth reach a consensus on a nutrition and/or physical activity-related project to complete, based on the results of a community mapping activity. The hard part won't be finding an issue but rather choosing just one issue to address!
- Promote mealtimes and family participation in physical activities as opportunities to connect with both immediate and extended family members.
- Make a point to have mentors share meals with youth. Encourage dialogue between youth participants and mentors during meals.
- Have youth plan and prepare a meal for parents and other family members. Provide information for parents on the value of sharing healthful meals with their children. Encourage youth and parents to prepare and share meals together.
- Plan a family/youth physical activity event (e.g., bowling, basketball, volleyball tournament, walk). Provide information for parents on the importance of sharing physical activity experiences with their children.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Kujichagulia (Self-determination)

Keeping the right mental attitude

- Promote the importance of a healthy diet and regular physical activity in maintaining a positive attitude and outlook.
- Have youth complete a food and physical activity record to evaluate their nutrition and fitness behaviors. Review the Food Guide Pyramid and daily dietary and activity recommendations for youth. Discuss their current diet and exercise behaviors, and brainstorm ways in which they can be improved.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Ujima (Collective work and responsibility)

Learning to work together

Part of the process of ensuring that youth feel good about themselves is having them learn and feel good about their culture. A strong cultural characteristic of African-American tradition is that "self" extends beyond one individual to the "we" that includes extended family and the community. Encourage youth to find out about both themselves and their communities.

- Have youth survey their community, read newspapers, or search the Internet to find out what nutrition and/or fitness issues affect their community. Work with local agencies or public officials to initiate change.
- Practice team-building and cooperation skills through physical activity.

Ujamaa (Co-operative economics)

Building and maintaining our communities to profit from them together

- Discuss ways youth can support community African-American owned businesses and organizations.
- Help youth develop consumer literacy skills.
- Compare the difference in price and nutritional value between buying fast foods or snack items and preparing your own meals and snacks.
- Teach youth how to determine the nutritional quality of foods by reading the food label.

Nia (Purpose)

Remembering where you came from

Many of today's African-American traditions are rooted in food. Soul food has played an important role in our culture's struggle to survive. However, our traditional ways of eating have also led to many health problems in our community.

- Emphasize the positive aspects of soul food such as the consumption of nutritious foods: collards, mustard greens, turnips, grits, sweet potatoes, and beans. Encourage youth to decrease the amount of processed high-fat, high-sugar foods they consume, and try lower fat versions of traditional soul foods.
- Review examples of traditional African-American foods and their origin.
- Discuss health problems associated with the African-American community and their connection to diet and physical activity behaviors.
- Have youth prepare more healthful versions of traditional African-American recipes.
- Invite a guest speaker from a health clinic (e.g., dialysis or cardiac clinic) or a diabetes educator to discuss the serious effect diabetes or hypertension has had on the African-American community.
- Invite a dance instructor to teach traditional African dances.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

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Imani (Faith)

Practicing faith

- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

Kuumba (Creativity)

Doing what you can in your community

Promote the importance of collective action and community involvement. Have youth distribute information on the importance of good nutrition and regular physical activity to their community and families.

- Have youth share nutrition and physical activity messages through various strategies (e.g., design posters, film a commercial, record a radio announcement, write a newsletter article, or put together an exhibit for a local health fair).
- Plan a special event to promote healthy messages to community and families (e.g., health fair, walk-a-thon).
- Participate in various volunteer projects (e.g., food drive, soup kitchen, homeless shelter).

5. Incorporating Nutrition and Physical Activity Into the 100 BMOA Special Events

1. Set up a nutrition and/or physical activity booth at your next event

- Have information available for people to take home. Chapter 7, "Resources," lists various organizations to contact for nutrition and physical activity materials.
- Give away nutrition and physical activity-related prizes such as sporting equipment, gift certificates to selected restaurants, or cookbooks.
- Have qualified people available to answer questions or make referrals to other resources/organizations. (See "Nutrition and Physical Activity Guest Speakers, Topics, and Contacts" section on page 37.)
- Set up a visual display. (See below for examples.)

It's all a matter of choice

Make a list of foods to choose less often and foods to choose more often. Read the Nutrition Facts label of selected foods to compare the % DV for total fat and saturated fat to decide which foods to use. Choose foods with the lower % DV for fat and saturated fat for the Choose More Often column, and choose foods with a higher % DV for fat and saturated fat for the Choose Less Often column. Foods with 5% or less of the % DV for fat contribute a small amount of fat while foods that have more than 20% of the % DV for fat contribute a large amount.

Provide information on the calories and grams of total fat and saturated fat in each food. Some examples include:

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*Choose less often**			*Choose more often**		
Whole milk			**Fat-Free milk**		
Total Fat:	8g	13% DV	Total Fat:	0g	0% DV
Saturated Fat:	5g	25% DV	Saturated Fat:	0g	0% DV
Packaged muffin			**Bagel**		
Total Fat:	12g	19% DV	Total Fat:	1.5g	2% DV
Saturated Fat:	2.5g	12% DV	Saturated Fat:	0.5g	3% DV
Toaster pastry			**Low-fat granola bar**		
Total Fat:	6g	9% DV	Total Fat:	3g	5% DV
Saturated Fat:	1g	5% DV	Saturated Fat:	0.5g	3% DV
Mac 'n' Cheese			**Red Beans and Rice**		
Total Fat:	18.5g	28% DV	Total Fat:	0g	0% DV
Saturated Fat:	4.5g	23% DV	Saturated Fat:	0g	0% DV
Packaged ramen soup			**Healthful canned soup version**		
Total Fat:	8g	12% DV	Total Fat:	2g	3% DV
Saturated Fat:	4g	20% DV	Saturated Fat:	0.5g	2.5% DV
Potato chips			**Pretzels**		
Total Fat:	10g	16% DV	Total Fat:	1g	2% DV
Saturated Fat:	2.5g	13% DV	Saturated Fat:	0g	0% DV
Packaged cookies			**Graham or animal crackers, fig bars**		
Total Fat:	10g	16% DV	Total Fat:	3g	4% DV
Saturated Fat:	3g	16% DV	Saturated Fat:	0g	0% DV

*% DV based on a 2,000 calorie diet

Fat in fast foods

- Measure out the different amounts of fat in different high-fat and low-fat fast-food menu items (4 grams of fat are equal to 1 teaspoon), mound up the fat or use display tubes available for purchase from Nasco Nutrition Aides. (To order call 1-800-558-9595.)
- Have people guess how far they would have to walk to burn off the amount of calories from eating different fast-food menu items. For example, a 155 lb. male walking 20 minutes at a pace of 15 mph burns about 115 calories. (Visit the Activity Calorie Calculator website at http://www.primusweb.com/cgi-bin/fpc/actcalc.pl to calculate the amount of calories burned for 100 other activities.)
- Distribute nutrition information from various fast-food restaurants and/or the *Eating on the Run* handout found in Chapter 6.

Do you know how much sugar is in your favorite drink?

- Measure out the different amounts of sugar in sodas and other fruit drinks and juices. Put the sugar in a mound or use sugar display tubes available for purchase from Nasco Nutrition Aides. (To order call 1-800-558-9595.)
- Have samples of drinks with no added sugar (100% fruit juice or water).
- Have people guess the amount of sugar in a 64 oz. fountain soda (212 grams or 54 teaspoons of sugar).
- Pass out the *Do You Know What Is in Your Soda?* handout found in Chapter 6.

Salt in foods

- Measure out the amount of salt in various foods. Put the salt in a mound or use display tubes available from Nasco (1-800-558-9595).
- Taste test various low-sodium and salt-free products (canned goods, seasonings, crackers).
- Have people guess how much sodium is in various foods (pizza, fast foods, macaroni and cheese mixes, canned or instant soups, processed cheeses like American, or processed meats such as sausage, bacon, pepperoni, bologna, or hot dogs).
- Distribute nutrition information from the American Heart Association. Visit http://www.americanheart.org for information on how to order materials, or check your phone book for the American Heart Association phone number in your division or region.

Eat at least five fruits and vegetables every day

- Taste test seasonal fruits and vegetables. Try tasting four different varieties of apples, pears, or citrus fruits or four types of crunchy vegetables such as carrots, jicama, celery, and radishes. (Contact the local farmer's market or grocery store for donations.)
- Sample a fresh fruit smoothie (requires electricity, blender, and an ice chest).
- Distribute recipes for fruit and vegetable snacks or meals, coupons for fresh produce, coupons from a local juice or smoothie shop, dates and locations for local farmer's markets and information on the importance of eating five fruits and vegetables a day.
- Contact your local 5-A-Day Coordinator at your local health department for promotional materials, posters, brochures, and giveaways.

Physical activity challenge

- Set up activity circuits or an obstacle course (see Chapter 4 for station ideas). Make sure to include activities for a variety of abilities and age groups. Award a prize or healthful snack (orange wedges, grapes, banana, water) to everyone who participates.
- Distribute information about the importance of regular physical activity.
- Invite local community groups to distribute information about sports and recreation activities available in the community for all age groups.
- Invite a local sports personality to talk to visitors about fitness.

Healthful food for the soul

- Taste test a modified soul food recipe from the Appendixes: Good-For-You Cornbread, Homestyle Biscuits, 1-2-3 Peach Cobbler, or Mock-Southern Sweet Potato Pie.
- Display healthful cooking products (oils, cooking sprays, egg substitute, salt-free spices) and provide information on low-fat cooking tips (see the *Healthy Cooking* handout in the appendix).
- Encourage people to guess the amount of fat they would save in a year if they did not put butter on their toast every morning. (1 teaspoon of butter has 4 grams of fat; 365 days in a year × 4 grams of fat = 1,460 grams of fat each year; 1 gram of fat has 9 calories; 1,460 grams of fat × 9 calories = 13,140 calories each year.) This adds up to about 3½ lb. (3,500 calories = 1 lb.) of extra weight each year! Of course, this assumes that you only put 1 teaspoon of butter on your toast.

- Display household products that help you cut back on the fat when cooking (e.g., indoor grill, steamer, nonstick cooking pan).
- Pass out copies of recipes and healthful soul food cookbooks. Copies of *Heart-Healthy Home Cooking African American Style* are available from the National Institutes of Health (NIH Publication No. 97-3792 or download from the Internet website at http://www.nhlbi.nih.gov/health/infoctr/ic_ordr.htm). To order call 301-592-8573.

2. Support nutrition and fitness at your organized sports events

- Set up a visual display or booth similar to those described on the previous pages.
- Offer a healthful snack (bagels, fruit, water).
- Pass out information about the importance of regular physical activity and good nutrition. (See *The Competitive Edge* handout in the Appendix, Chapter 8.)
- Have a local sports personality lead a half-time stretch/activity break for the audience (see Chapter 4 for activity ideas).
- Have a half-time nutrition and physical activity trivia game.

3. Support nutrition and fitness at your chapter meetings

- Add a physical activity/stretch break to the agenda (see Chapter 4 for activity ideas).
- Serve healthful snacks and meals (see Chapter 3 for ideas).
- Lead the group in a nutrition activity (adapt one of the activities from Chapter 6).
- Set up a visual display or booth (see the previous pages).

6. Nutrition and Physical Activity Field Trips

Take a trip to a sit-down or fast-food restaurant
During your visit, make a list of healthful menu choices and collect menus with nutrition information. Youth can also practice making healthful food choices and proper restaurant etiquette. Assemble a collection of menus from your visits.

Tour a health food store, supermarket, or ethnic food store
Compare the difference in food availability, variety, quality, price, and nutritional value. Discuss smart shopping strategies such as using coupons and purchasing store brands and foods on sale. Take a tour of the produce department. Have someone talk to the youth about how to pick seasonal fruits and vegetables. Point out various strategies food manufactures and stores use (packaging, placement in the store, displays) to attract young people to their products.

Visit a local health club or recreation center
Learn about the facilities and activities that are available for youth.

Visit a dialysis or cardiac clinic
Show youth first hand how poor diet and inactivity can affect the body.

Get some physical activity
Expose youth to examples of enjoyable lifelong activities.

- Go for a swim
- Play a game of basketball, golf, or tennis
- Take a hike
- Participate as a team in a walk-a-thon or race

7. Nutrition and Physical Activity Guest Speakers, Topics, and Contacts

Invite an expert from a local organization or business to speak on any of the following nutrition or fitness topics or careers.

Registered Dietitian

- Relationship between disease, diet, and physical activity
- The Food Guide Pyramid
- Adolescent nutrition needs
- Choosing healthier meals and snacks
- Reading food labels
- Eating healthfully on a budget
- Eating healthfully while away at college
- Eating on the run
- Packing healthful lunches and snacks
- Dieting
- Link between nutrition and academic performance
- Nutrition information on the Internet
- Food fads and myths
- Sports nutrition; eating healthfully for maximum performance
- Vegetarian diets
- Careers in nutrition

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Physician

- Link between diet and disease
- Obesity
- Heart disease
- Diabetes
- Cancer

Professional Chef

- Conduct a food demonstration or prepare a healthful recipe

Local Sports Star, Coach, or Fitness Trainer

- The importance of exercise and a healthy diet
- Careers in the fitness industry
- Maintaining an active lifestyle while completing a full class load

Contacts for Potential Speakers

- Universities that have physical education, kinesiology, or nutrition departments
- Hospitals/HMO's that have outreach programs
- Hospitals that have dietetic internship programs

American Dietetic Association (ADA)
Provides referrals to a Registered Dietitian in your area.
Phone: 1-800-366-1655
http://www.eatright.org

Office of Minority Health Resource Center
Provides a list of health professionals in your area for guest speaking.
Phone: 1-800-444-6472

American Cancer Society (ACS)
Provides guest speakers for classrooms, parent groups, and health fairs. Check your phone book under "American Cancer Society" for your regional office.
http://www.cancer.org

American Alliance for Health, Physical Education, Recreation, and Dance
Phone: 1-800-213-7193
http://www.aahperd.org

American Heart Association (AHA)
Contact your division or regional American Heart Association office in your phone book.
http://www.americanheart.org

President's Council on Physical Fitness and Sports
Phone: 202-690-9000
http://www.fitness.gov

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Local/State Cooperative Extension Offices
Offer a variety of services and are a source of nutrition education resources and programs. Phone numbers are usually listed in the telephone directory under county/city government.
The national office is located in the
U.S. Department of Agriculture,
Washington, D.C.
Phone: 202-720-2908
http://www.reeusda.gov

National Center on Minority Health and Health Disparities
National Institutes of Health
6707 Democracy Blvd., Suite 800
MSC-5465
Bethesda, MD 20892
Phone: 301-402-1366
Fax: 301-480-4049
http://www.ncmhd.nih.gov

Centers for Disease Control and Prevention
Division of the Adolescent and School Health, Division of Nutrition and Physical Activity
4770 Buford Highway, N.E.
Mailstop K33
Atlanta, GA 30341-3724
Nutrition and Physical Activity Information Line: 1-888-CDC-4NRG
Phone: 1-800-311-3435
http://www.cdc.gov

YMCA
Phone: 1-888-311-YMCA
http://www.ymca.net

8. Calendar of Events for Food, Health, and Agriculture-Related Activities

Food, health, and agriculture-related activities can be scheduled and acknowledged throughout the year as shown in the following calendar. Look at these and other events for ways to promote healthful eating and healthful living messages.

January National Oatmeal Month National Pizza Week National Prune Breakfast Month National Soup Month Trivia Day	**February** American Heart Month National Cherry Month National Children's Dental Health Month National Meat Month National Pancake Week Potato Lover's Month	**March** National Agriculture Week National Frozen Food Month National Nutrition Month National Peanut Month National School Breakfast Week	**April** American Cancer Society's Cancer Control Month Earth Day
May National Barbecue Month National Blood Pressure Month National Egg Month National Physical Fitness and Sports Month	**June** National Dairy Month National Fresh Fruits and Vegetables Month National Tennis Month	**July** National Baked Beans Month National Hot Dog Month National Ice Cream Month National Picnic Month	**August** National Catfish Month National Water Quality Month
September All American Breakfast Month National 5 A Day for Better Health Week National Chicken Month National Cholesterol Education Month National Food Service Employees Day National Rice Month National Food Safety Month	**October** Child Health Day National Apple Month National Pasta Month National Popcorn Month National School Lunch Week National Seafood Month	**November** Homemade Bread Day Sandwich Day Split Pea Soup Week	**December** Kwanzaa

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CHAPTER 3

Providing Healthful Snacks and Meals

Section Contents

1. Basic Guidelines for Serving Healthful Meals at Program Meetings
2. Tips for Choosing Healthful Meals With Caterers
3. Tips for Planning Healthful Snacks





1. Basic Guidelines for Serving Healthful Meals at Program Meetings

You won't be sacrificing taste or quality or spending extra time and effort serving nutritiously balanced meals. Simple substitutions can cut fat and sugar; increase the number of servings of fruits, vegetables, and whole grains; and improve health significantly. Are you worried that your youth won't eat the food you serve because it is healthful? Don't be. If you offer it, they will probably eat it. Here are some easy-to-follow guidelines to help you offer healthful meals and snacks.

Offer breakfast at morning meetings

Breakfast is often called the most important meal of the day, and with good reason. Studies have shown that eating breakfast can increase attention span and concentration, decrease irritability, and improve physical and mental performance. Breakfast can be as simple as a glass of juice or milk, a piece of fruit, and a low-fat granola bar, or as elaborate as wheat toast, grits, and eggs. Taking time in the morning to fuel up on carbohydrates (found in breads, grains, fruits), protein (found in meat, milk and dairy products, nuts, beans), and a small amount of fat (found in low-fat dairy products, eggs, peanut butter) is the key to help ensure a sustained release of energy throughout the morning.

Serve fruits and vegetables at every meeting

Based on the Food Guide Pyramid, adolescents should get at least five servings of fruits and vegetables every day. According to the Centers for Disease Control and Prevention's Youth Risk Behavior Survey, 51% of youth eat less than one serving of fruit per day; 29% eat less than one serving per day of vegetables that are not fried. Serve 100% fruit or vegetable juices, seasonal fresh fruits and vegetables, dried fruits or canned fruits in their natural juices for nutrition and convenience.

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Choose foods lower in fat

Limit high-fat meats (e.g., hamburgers, bacon, sausage), fried foods (e.g., fried chicken or fish, French fries), cakes, cookies, donuts, croissants, Danish pastries, and foods prepared with lots of mayonnaise, butter, oil, and added gravies and sauces. Cheese is also a source of saturated fat. Stick to reasonable portion sizes (1 to 2 oz.), and choose cheeses lower in fat such as provolone, Swiss, parmesan or part-skim mozzarella. Reduced-fat and fat-free cheeses are also available. Read your Nutrition Facts label to compare the % Daily Value for total fat and saturated fat and to choose foods with the lower value. Foods with 5% or less of the % DV for fat and saturated fat contribute a small amount, while foods that have more than 20% of the % DV for fat and saturated fat contribute a large amount.

Choose low-sugar beverages

Sodas and fruit drinks are loaded with sugar and calories. Healthful drink selections include 1% or fat-free milk and 100% fruit juices such as orange, pineapple, grape, or apple. Make sure to read the ingredients for added sugars. If you still want the fizz, dilute juice with club soda, or drink inexpensive, thirst-quenching water. Adolescents need at least eight glasses of water a day.

Watch out for added sugars

Always check the ingredients for added sugars (e.g., corn syrup, high-fructose corn syrup, honey, fructose). Foods that have added sugar as one of the first two ingredients are high in sugar content. Reduced-fat or fat-free foods often contain more sugar than their regular versions since manufacturers add sugar and other substances to improve the flavor of low-fat products.

Choose breads, crackers, and cereals made with whole grains

Whole grains, such as whole wheat, whole cornmeal, oatmeal, and rye, are higher in fiber than products made with refined grains (e.g., white bread, plain bagels, saltines).

Watch out for portion sizes

If you serve a high-fat food or dessert, limit the portion size to a reasonable amount and allow only one serving. Refer to the Food Guide Pyramid serving sizes for all food groups.

2. Tips for Choosing Healthful Meals With Caterers

Caterers are not always the best authority on what makes an appropriate food choice. When working with a caterer, find out what foods are available and how they are prepared. Although you may not have complete control over each ingredient used in the preparation of catered meals, you can make specific requests and instructions to make a more healthful meal.

All you have to do is ask

Don't be afraid to ask about the availability of low-fat muffins, fat-free salad dressings, lean cuts of meat, vegetarian options, or more healthful preparation methods.

Some sample questions to ask your caterer include:

- Do you offer soft or tub margarine made from unsaturated oil, such as canola, safflower, sunflower, cottonseed, soybean, or corn oil, instead of butter?
- Do you offer fat-free or low-fat (1%) milk instead of whole milk?
- Do you offer vegetarian selections?
- Do you offer low-fat desserts (e.g., frozen yogurt, 100% juice pops, puddings, fruit salad, sherbet, or angel food cake)?
- Do you use low-fat cooking methods: baking, broiling, steaming, microwaving, sautéing, stir-frying, grilling, stewing, braising, boiling, or roasting?
- Do you offer foods prepared with unsaturated fats (safflower, corn, soybean, canola, sunflower, or olive oil) instead of saturated fats (butter; palm, palm kernel, or coconut oils; or lard)?
- Do you use cooking sprays to sauté foods?
- Do you trim visible fat from meat, poultry, or fish before cooking?
- Do you prepare your chicken without skin?
- Do you offer leaner cuts of meats (e.g., beef, "loin" or "round;" pork, "loin" or "leg;" chicken, "breast" or "tender")?

Be clear about your instructions

Simply mentioning the word "healthful" to your caterer does not provide enough information. Always give your caterer a detailed description of the foods and beverages you want and how you want them prepared. Your caterer is probably willing and able to accommodate your special requests. (Refer to Chapter 8, "Appendix" for a sample *Menu Guideline Memo*.)

Examples of instructions include:

- Do not serve foods that have been fried, basted with fat, or cooked in fatty sauces and gravies.
- Trim all visible fat from meats and poultry before cooking.
- Remove skin on poultry products.
- Serve only lean cuts of meat (e.g., beef, "loin" or "round;" pork, "loin" or "leg;" chicken, "breast" or "tender") prepared by: broiling, roasting, baking, grilling, poaching, braising/ stewing, or stir-frying with minimal oil.
- Use unsaturated oils (e.g., safflower, corn, soybean, canola, sunflower, or olive oil) for cooking meats.
- Do not use added butter or oils to prepare vegetables.
- Offer low-fat and fat-free salad dressings and make dressings available on the side.
- Use whole-wheat bread for sandwiches.
- Use low-fat mayonnaise or mustard on sandwiches.
- Serve 1% or fat-free milk with breakfast cereals.
- Use fat-free milk or chicken stock instead of butter to add flavor to mashed potatoes.
- Do not add salt to cook pasta or vegetables.

Sample Meals

Lunch/Dinner

Baked Chicken

Oven Baked Potatoes

Steamed Broccoli

Corn Bread

Fruit Salad

Water, 100% Fruit Juice, 1% or Fat-free Milk

Lunch/Dinner

Turkey Sandwiches (on whole-wheat bread with low-fat cheese, mustard, lettuce, tomatoes)

Pretzels

Carrot and Celery Sticks with Low-fat Ranch Dressing

Fruit

Water, 100% Fruit Juice, 1% or Fat-free Milk

3. Tips for Planning Healthful Snacks

A healthful snack can provide important energy-producing nutrients for a growing adolescent. Whether you have the facilities to prepare snacks during meetings and events or you buy your snacks ahead of time, there are many healthful, nutritious, and affordable choices available.

When choosing snacks for your programs, keep the following criteria in mind:

- Watch out for the fat content. Read your Nutrition Facts label to compare the % DV for fat and saturated fat and to choose foods with the lower % DV. Foods with 5% or less of the % DV for fat contribute a small amount, while foods with 20% or more of the % DV for fat contribute a large amount.
- Check the ingredients. Is sugar one of the first two listed? Are there other forms of added sugar (e.g., corn syrup, honey, or fructose)? Look for whole-wheat or whole-grain flour rather than refined flour or white flour.
- Look at the vitamin and mineral content. Foods with 20% or more of the % DV contribute a large amount of a nutrient, while foods with 5% or less of the % DV contribute a small amount of a nutrient.

Sample Healthful Snacks

Snack	*Cost/Serving*
Bagels with Low-fat Cream Cheese 100% Juice (no added sugar) Juice Box	$0.66
Low-fat Granola Bar Fat-free Pudding Snacks	$0.58
Graham Crackers (4 sheets) w/Peanut Butter Banana	$0.44
Fruit Smoothies (fresh or canned fruits, yogurt, 100% juice, ice)	$0.75

Receiving Reimbursement for Your Snack Program

USDA allocates funds for afterschool programs to provide nutritious, well-balanced snacks to youth. Cash reimbursement for snacks served to children through the age of 18 is available through the USDA Child and Adult Care Food Program (CACFP) for programs that meet the following criteria:

1. The program provides children with regularly scheduled activities in an organized, structured, and supervised environment;
2. includes educational or enrichment activities; and
3. is located in a geographical area served by a school in which 50% or more of the enrolled children are eligible for free or reduced-price school meals.

For more information, please contact the Child Nutrition staff for your State agency (usually the State Department of Education). State agency contacts are listed at http://www.fns.usda.gov/cnd.

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CHAPTER 4

Increasing Opportunities for Physical Activity

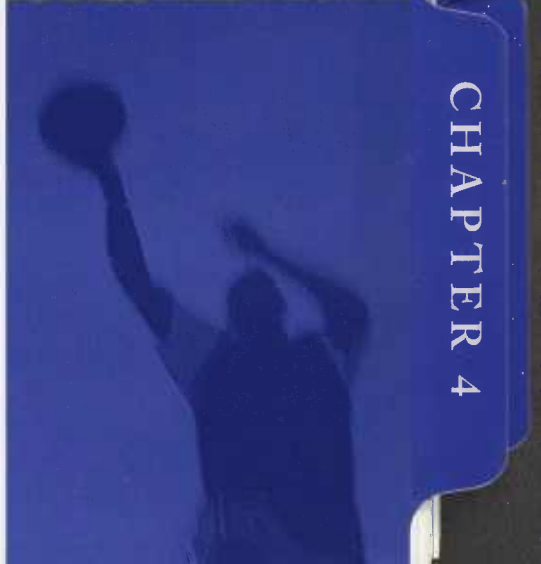
Section Contents

1. Importance of Physical Activity for Youth
2. Your Role in Promoting Physical Activity
3. Tips for Successful Activity Sessions
4. Games for Small Spaces

Adolescence is a pivotal time for preventing sedentary behavior in adulthood. Encouraging participation in regular physical activity will help adolescents develop active lifestyles. There are many positive ways a youth program can influence the physical activity behavior of youth.

This chapter contains information and suggestions for incorporating physical activity into your program meetings and special events.





1. Importance of Physical Activity for Youth

Regular physical activity improves health and reduces the risk of developing many diseases, including obesity, heart disease, some types of cancers and Type II diabetes. Although children and adolescents are generally more active than adults, many still do not meet the recommended guidelines for physical activity. Physical activity sharply declines during adolescence, and half of young people 12 to 21 years of age are not vigorously active on a regular basis.

Benefits of Physical Activity for Adolescents

Physical activity can help:

- improve aerobic capacity, flexibility, and muscular strength and endurance;
- lower lipid and cholesterol levels;
- decrease blood pressure in adolescents with borderline hypertension (high blood pressure);
- control weight;
- increase self-esteem and lower levels of anxiety and stress; and
- build bone mass.

Physical Activity Recommendation for Adolescents

The recommendation for young people is 60 minutes of physical activity every day to help maintain good health. This includes moderate activity, such as playing basketball, soccer, swimming, or running, and physical activity as part of everyday life, such as doing household chores, walking to and from school, or taking the stairs instead of the elevator.

2. Your Role in Promoting Physical Activity

Modern conveniences, such as cordless phones, remote control devices, video games, the Internet, and accessible transportation as well as environmental challenges (e.g., lack of sidewalks in neighborhoods, poor lighting), have contributed to a decline in overall activity levels in both adults and youth. Although we make many excuses for remaining sedentary, it is easy to incorporate physical activity into our daily schedules. Moving the body even in small ways will add up to better health. Here are some ways to encourage youth in your program to be more physically active.

Keep Them Moving

Make physical activity an integral part of each meeting and event. Begin each meeting with an interactive icebreaker. Have youth get up, stretch, and move around during breaks and allow them to be active after serving lunch or dinner. It takes only a few minutes to lead a stretching activity or do a set of jumping jacks. Research shows that increasing circulation and blood flow to the brain can improve concentration and performance.

Promote Lifelong Physical Activity

1. Teach youth the health benefits and importance of regular physical activity.
2. Help youth develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle. Provide opportunities for them to practice lifelong activities such as walking, running, jumping rope, swimming, bicycling, or skating.
3. Encourage youth to be active outside of the program by providing examples of how they can fit more activity into their daily schedules. By walking or riding their bike to and from school, to friends' houses, or to the store, taking the stairs, and helping out with chores such as mowing the lawn, vacuuming, gardening, or washing the car, they can significantly improve their health and well-being.

Plan a Special Event that Highlights Physical Activity

A walk-a-thon, dance, or sports tournament are great fundraising activities that also promote physical activity messages. Get youth, parents, community members, and local businesses and agencies involved in planning and participating in the event. For a parent picnic, why not organize a friendly young people vs. elders basketball or volleyball game? These events are great ways to promote physical activity and have youth share health information with their parents and the community.

Join Forces

Find out what physical activity opportunities (e.g., sports leagues, recreation centers, private gyms) are available for youth in your area and explore ways to support each other. A community program or local business might be willing to provide sponsorship or resources for activities, while your program can provide referrals.

Get Parents Involved

Reinforcement of an active lifestyle is key to adopting it permanently. Encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

Set an Example

Be physically active yourself. Be enthusiastic while demonstrating and participating in activities, and remember that your actions are a powerful influence.

3. Tips for Successful Activity Sessions

Before you organize and implement a physical activity and/or game, keep in mind the following tips:

Get Their Attention
Get everyone's attention before you explain the details/rules of the activity. Always make sure to say the "when" before the "what." For example, "When I say go, I want everybody to grab a ball."

Make Sure Everyone Is Involved
Avoid games such as baseball and kickball that require half of participants to sit and wait for their turn. Find ways to modify an activity to include everyone (e.g., have more equipment available or play games with smaller teams).

Give Concise Instructions and Provide Supervision
Be brief and to the point. Get the activity started on time! Be available to clarify instructions and provide feedback for those who need it during the activity.

Emphasize Activity and Enjoyment Over Competition
Competitive sports are a good source of physical activity, but they are not for all youth. Make sure to offer a wide range of competitive and non-competitive activities for a variety of abilities. This will help youth develop the skills and confidence to participate.

Be Enthusiastic
Get involved with the activity in order to demonstrate the appropriate behavior. Show that physical activity is important to you as well.

Be Creative
Not all physical activity requires expensive equipment. Use what is available. For example, soup cans and water jugs can serve as weights during strength-training activities.

4. Games for Small Places

These activities are great icebreakers for the beginning of meetings, and will get heart rates up and blood pumping.

Activity	Description	Time Requirement	Equipment
Learning Names			
Find Someone Who*	Youth attempt to complete the questions on their handout by finding other youth who know the answer to various questions. When they identify someone who knows an answer, they must have them sign their list. One signature per person. *(Please refer to the end of this section for the handout.)*	5 to 10 minutes	*Find Someone Who* Handout
Name Game*	Participants learn group members' names while practicing hand-eye and ball-tossing coordination skills *(Please refer to the end of this section for a detailed description.)*	5 to 10 minutes (depending on group size)	Name tags; soft throwable objects such as balls, bean bags
Switching Places*	Youth are divided into groups. A group leader calls out two names. Those identified exchange places while the leader attempts to occupy a vacated space. Whoever is left out of the circle calls two more names.	10 minutes	None
Cooperative Games			
Knots*	Youth form a human knotted circle and attempt to unravel themselves while holding hands.	10 minutes	None
Houdini Hoops*	Youth form a circle holding hands and attempt to see how quickly they can move a hoop around their circle without letting go of their hands.	5 to 10 minutes	Large size hoops
Clean Your Room*	Each team attempts to keep their "room" the cleanest by removing objects from one side and throwing them onto the other. Participants are active and moving while practicing coordination and throwing. *(Please refer to the end of this section for a detailed description.)*	5 to 10 minutes	Soft objects (at least 1 per participant, e.g., foam balls, bean bags, crumpled-up recyclable paper), boom box, whistle, 4 cones, long rope
Activities to Increase Flexibility and Strength			
	(Please refer to the end of this section for detailed descriptions.)	5 minutes each	None

**From: SPARK Physical Education, San Diego State University*

HANDOUT 4.1

Find Someone Who...

Plays on his school's basketball team _____

Has met a professional athlete _____

Will do 10 jumping jacks with you _____

Can list 3 WNBA teams

_____ _____ _____

Can name a female Olympian in track and field _____

Can name a male Olympian in track and field _____

Can name the first African-American baseball player in Major League baseball _____

Will hop on one foot 10 times _____

Has a family member with diabetes _____

Has a family member with heart disease _____

Gets 1 hour of moderate physical activity (e.g. walking, biking, swimming, jogging) at least 5 days/week _____

Can name 3 vegetables that are high in vitamin A

_____ _____ _____

Can name 3 fruits that are high in vitamin C

_____ _____ _____

Can name 3 foods high in fiber

_____ _____ _____

Walks to school every morning _____

SPARK Physical Education, San Diego State University

Name Game

Purpose

- To allow participants to learn each other's name.
- To practice hand-eye and ball-tossing coordination skills.

Time

5 to 10 minutes (depending on group size)

Materials

Name tags
Soft, throwable objects such as balls, bean bags, any other implements that won't hurt

Activity

Have participants make a circle. Ideally, each should have a name tag on.

Part 1: Leader begins by stepping forward into the circle and says his first name. All others repeat it out loud in unison to remember it. The leader steps back. Each person follows the leader, stepping forward, saying his name, waiting until the others repeat it, and then steps back.

Part 2: Add ball-tossing element (can also use a bean bag or other light tossable objects).

- Prompt each person to call the other person's name and make sure he has his attention before tossing or rolling the object to him.
- Catcher says, "thank you" using the other person's name.
- Encourage all to participate.

Part 3: After people seem to know the rules, add more balls/bean bags to speed up the activity.

Part 4: Take away all implements. Everyone covers his nametag. Repeat Part 1, but now see if others can say the person's name without the person saying it first. Take a few minutes at the conclusion of the game to discuss: what does this game teach besides names (i.e., social skills, not tossing something at someone until she/he is ready, proper form for tossing—shoulders square, face the person).

SPARK Physical Education, San Diego State University

HANDOUT 4.3

Clean Your Room

Purpose

- Get youth moving and active.
- General coordination, throwing.

Time

5 to 10 minutes

Prepare

Designate a 30 × 30′ play area and divide the area in half with a rope or string.

Materials

1 soft object per participant (e.g., bean bags, soft balls)
Boom box
Whistle
4 cones
Long rope

Activity

1. Divide youth into 2 groups.

2. Place half of the soft objects on the floor in front of each group's play area.

3. At the start cue (whistle or music) each side will clean their room by throwing the soft objects over to the other side as fast as they can. The object of the game is to have the cleanest room.

4. On the stop signal (whistle cue, music stop) participants make an "x" with their body (i.e., jumping jack stance) and drop any objects in their hands. Count the remaining balls left on each side to determine which team has the cleanest room.

SPARK Physical Education, San Diego State University

Activities to Increase Flexibility

Quad Stretch



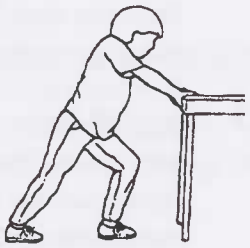
Sit on the floor with the soles of your feet together. Gently move your upper body forward until you feel a slight stretch in the groin area. Keep head up and back straight. Hold for 10 seconds and release.

Flamingo Stretch*



This stretch is like a flamingo bird who stands on one leg. Hold onto the back of a chair and bend one leg up behind you. Reach back and hold the ankle with your free hand, slowly and gently pull it toward your buttocks. Hold for 10 seconds and release. Repeat with the other leg.

Desk Stretch*



Hold onto the desk with one foot 12 inches behind the other foot. Slowly move your hips forward, keeping the heel of the back leg flat on the ground. You should feel a slight stretch in the calf muscles. Keep head up and back straight. Hold for 10 seconds and release. Repeat with the other leg.

I Love Me Stretch



Standing with your legs slightly apart, cross your arms in front, gently reach as far as possible behind your shoulders and give yourself the biggest hug you can! Hold for 10 seconds and release. This is a good stretch to do anytime!

Tree Limb Stretch



Stand erect as if you were a tall tree, with one arm out in front of you as if it were a tree limb. With your other arm, gently bring elbow of the limb arm across your chest toward the opposite shoulder. Hold for 10 seconds and relax. Repeat with the other arm.

Remember to:

- Stop if you feel any pain.
- Hold each stretch steadily—no bouncing!
- Breathe normally.

* Make sure that the desks or chairs are secure, or pushed against a wall.

This material is from "Choose A Healthy Lifestyle" curriculum prepared by Washington Apple Commission (1993)

HANDOUT 4.5

Activities to Increase Strength

Chest Press



While sitting at desk, put palms together, chest high. Push hands together as hard as you can for 10 seconds. Rest, then repeat seven times.

Desk Press



While sitting at desk, place hands (palms down) on desk. Press down as hard as you can for 10 seconds. Rest, then repeat seven times.

Quad Squat*



Stand to the side of the desk with one hand grasping the desk. Slowly bend down only to the point where the thighs (top of your leg) are parallel with the floor. Do eight knee bends.

Straight Leg Flexion*



Stand to the side of the desk, with one hand grasping the desk. The weight is on the supporting leg. Lift the leg in front without leaning forward or backward. Hold for six seconds. Return to starting position and repeat on the other side. Do eight repetitions.

Desk Dips*



Face away from desk, hands grasping the edge of the desk with feet slightly forward so the weight of the body is off center to the back. Lower the body only until the knees are slightly bent. Do eight desk dips.

Reverse Desk Press*



While sitting at desk, place hands under the desk, with palms facing upward. Push up as hard as you can for 10 seconds. Rest, then repeat seven times.

Rear Leg Extension*



Stand to the side of the desk, with one hand grasping the desk. The weight is just forward of the slightly bent supporting leg. The working leg should be raised straight behind, only as far as possible without tipping the upper body forward. Hold for six seconds. Return to starting position and repeat on the other side. Do eight repetitions.

Desk Push-Up*



Face the desk, hands grasping the edge of the desk. Place feet away from desk approximately one to two feet. Lower the body until the chest touches the desk and then come back up. Do eight push-ups.

Tip Toe Heel Raises*



Stand to the side of the desk, with one hand grasping the desk. Raise up high on your toes then back down. Do eight heel raises.

***Remember to:**

- Make sure that the desks are secure, or pushed against a wall.
- Breathe out on the hard part of the movement.

* Make sure that the desks or chairs are secure, or pushed against a wall.

This material is from "Choose A Healthy Lifestyle" curriculum prepared by Washington Apple Commission (1993)

CHAPTER

5

Helping Youth to Plan, Implement, and Evaluate a Project

Section Contents

1. How To Choose and Plan a Successful Youth Project
2. How To Promote and Publicize Your Project
3. How To Work with Parents, Community Members, and Community Institutions
4. Handouts





1. How To Choose and Plan a Successful Youth Project

A key strategy in helping youth form positive lifelong health habits is to encourage them to become health advocates. You can plan and implement a project that addresses nutrition and physical activity issues relevant to their neighborhood, home or school. Youth-driven projects give your program great ways to gain visibility and build community awareness, and help youth to develop and practice important team-building, leadership, critical thinking, problem-solving, and organization skills.

The following are examples of some exciting youth-driven projects that:

Promote Community Education

- Research and produce a public service announcement about nutrition and fitness for a local cable station; or research, write, and submit an article or editorial to a local paper.
- Develop a resource guide of places where youth can be physically active in their community.
- Conduct a survey of foods served at youth hangouts (shopping mall, corner stores). Make a list of affordable and healthful snack foods available at those locations.
- Work with local restaurants to add healthful menu items or modify existing items to be healthier.
- Conduct a community assessment such as a walkability survey to find the safest and best places for walking in the community. Make a list of those locations.

Influence Policy and Legislation

- Gather information on foods served at class parties and sporting events or sold for school fund raisers. Work with the school to set a health-conscious policy for foods at school functions.
- Write letters or make phone calls to a local public official regarding a nutrition or physical activity issue that affects the community.

Change Organizational Practices

- Work with your school to add healthful food items to school menus and vending machines.
- Work with the school physical education department to broaden the classes taught (e.g., hip-hop dance, swimming).

Strengthen Individual Health Knowledge, Attitudes, and Skills

- Conduct parent education meetings on nutrition and physical activity.
- Give parents nutrition and physical activity information so that they can reinforce the health messages your program provides.

To ensure success, it is essential that youth have ownership of the project by being fully involved at each step—from deciding on an issue, to developing an action plan, to completing an evaluation. Youth are full of creative ideas, fresh opinions, energy, and enthusiasm. They can be a valuable asset in exposing issues that affect the community and finding solutions to problems. However, working with youth will require time and patience. All activities should be closely supported and monitored by adult mentors to encourage responsibility and ensure follow-through.

To facilitate a youth-driven project you will need to help with the following steps:

1. Assessing the environment
2. Deciding on a project
3. Building an action plan
4. Gathering detailed information
5. Reviewing progress

Step 1. Assess the Environment

Have youth think about their neighborhood or their school or home environment: What types of grocery stores, restaurants, and recreational facilities are there? Does their school sell unhealthful foods in the vending machines and at lunch? Do they have opportunities for physical activity during school hours? Does their family regularly participate in physical activity? Are fresh fruits or vegetables available for snacking at home? By observing these aspects of their environments, youth can determine the significant nutrition and physical activity issues and select an area to change or improve.

Use the "Assess Your Environment" handout, or develop your own questions to assist your youth to assess nutrition and physical activity in their environment. They can use the results of their assessment to make a choice or vote on their top issue.

Tip: These questions can be completed and discussed in groups or completed individually as a homework assignment. For younger youth we suggest you have them consider one environment only (i.e., school, community, or home).

Step 2. Decide on a Project

Once youth have identified an issue, it's time to come up with a project. Brainstorming is a great way to tap into everyone's ideas. Facilitate a brainstorming activity during a chapter meeting, or ask youth to brainstorm ideas with parents and other family members.

1. Brainstorm ideas for a project on the identified issue.

- Everybody must participate and help identify as many ideas as possible—from silly to serious and everything in between.
- Write down everybody's ideas. You'll make choices later.
- Nobody criticizes anybody else's ideas.

2. Narrow ideas by asking questions.

- How much time do we have to complete the project?

- What specifically do we want to do—create a new policy or legislation, change a practice, provide education, or help to improve individual choices?
- Who will be the target audience?
- Which idea will make the most difference or have a lasting impact?
- Which idea has the best chance of succeeding?

3. **Choose one idea to work with.**
4. **Set goals and objectives so that the achievement can be measured.**

Use the *Brainstorming Worksheet* handout on page 77.

Issues	Ideas
There are too few planned sports activities in my community.	Survey youth in the neighborhood to come up with ideas for physical activity and present your results to the city council, school district, or community center.
My neighborhood is not a safe place to be physically active.	Assess the neighborhood recreational facilities, come up with ideas for improvements, and present results to the city council.
My school serves too many high-fat, high-sugar foods.	Work with school food service to find healthier alternatives to serve at school functions, in the cafeteria, and in vending machines.
We do not have enough opportunities to get physical activity at school.	Develop a petition to give students increased access to the school's recreational facilities and sports equipment before, during, and after school hours.

Step 3. Build an Action Plan

Have youth build their own action plan by considering what needs to be done, who will do it, and when it should be done. If they are working in groups, make sure that all members are involved by assigning specific tasks from the action plan to each person. Always have an adult available to give direction and keep everyone focused. After each step is completed, have youth assess how their plan is going, identify hurdles, and come up with solutions. This is also a good time for an adult facilitator to provide direction, advice, and positive reinforcement.

Use the *Action Plan* handout on page 81.

Sample Action Plan

Idea: Too few opportunities for community participation in physical activity

Project: Prepare a report for the city council on how to increase community physical activity.

Activity	*Who Does It*	*By When*
Gather information about physical activity in the neighborhood	All of us	October 4
Take photos of unsafe and unkempt recreation areas, sidewalks, etc.	All of us	November 4
Meet to discuss data and come up with solutions	All of us	December 4
Put together report	All of us	February 4
Write news release	Omar	February 4
Contact media	Joe	February 4
Meet with city council members or attend city council meeting	All of us	March 4

Adapted from *Playing the Policy Game*, California Project Lean, Public Health Institute

5

Step 4. Gather Detailed Information

Once a decision has been made about an issue and project, the next step is to become familiar with the issue and gather information. Examples might include collecting specific nutrition information on menu items from local restaurants or on snack foods available in school vending machines, surveying students on what they think of foods served at school, or conducting a walkability survey of their neighborhood.

Here's how to get started:

- **Help youth become familiar with their issue.**
  - Provide learning opportunities such as hands-on activities, handouts, or guest speakers. If your youth project involves improving snack choices, talk about what makes a healthy or poor snack choice and conduct an activity on reading food labels.
  - Encourage youth to contact local groups that support similar issues and find out what they do. Examples might include a local chapter of the American Heart Association, a hospital, the school district, the City Parks and Recreation Department, the City Health Department, community-based organizations such as the YMCA or Boys & Girls Clubs, or local businesses such as a health club or grocery store. Have the youth create a list of organizations, groups, businesses, or individuals to contact. (Please refer to the *What Resources Are Available?* handout on page 82.)
  - Show youth how they can learn more about their issue via the Internet. (See Resources chapter for a list of nutrition and physical activity web sites.)
- **Help youth decide what information to collect and develop a data collection tool.** For example:
  - Collect nutrition information on foods served at school, at home, or in neighborhood restaurants and fast-food places; at movie theaters; and at sporting events.
  - Interview students or family members for their opinions on food served or available at school or at home.

- Collect information on community recreation facilities such as parks, playgrounds, and recreation centers (e.g., safety, hours open to the public, their condition, organized activities, equipment available, variety of activities available).
- Taste test healthy snack options at school, at home, or in the community.

Sample data collection tools include *What's in Your Vending Machine?, Prepared Combination Foods,* and *Walkability Checklist* on pages 83-87.

- **Review the findings.**

Step 5. Review Progress

From the time you put your plan into action, evaluation and monitoring are key to determining whether your activities are on track, how well you are moving toward achieving your objectives, and whether your goals have been met. Encourage youth to evaluate their progress after they complete each step in their action plan. They can then make adjustments as needed and stay on target.

After the entire project is completed, it is also important to assess whether overall goals were met. Encourage your youth to write an evaluation report. The document could be useful when applying to colleges or for scholarships, and when looking for employment.

Use the *Project Review Worksheet* on page 88.

2. How To Promote and Publicize Your Project

Publicizing your youth project means bringing community awareness to your issue, generating support, and highlighting your mentoring program and the positive work it does for young African-American youth in the community. Your youth can write letters, make phone calls, give presentations, create a public service announcement, or work with local media. The media especially enjoy hearing from young people, so get the word out about your program and its exciting activities.

Deciding Who to Contact

Your ultimate goal is to reach as many people as possible and get them talking about your project and its positive messages. The first step is to identify who should know about your project and the best way to reach them. Collect information about who's who in your community and make a target contact list. Although working with the media allows you to reach a large number of people at one time, there are always other avenues available to help you reach your target audience. Examples of these are:

- *Local associations and organizations.* If local organizations (e.g., voluntary health groups, universities) are involved with your program, ask their communications departments to help publicize your activities. They can send out press releases, put announcements in their newsletters, and inform their members about your activities.
- *Local politicians (mayor, city council members, school board members, etc.).* You will attract attention simply by having these people involved. You can also work with local or state officials to create a proclamation.
- *Media personalities.* Media outlets are always looking for local stories. (Use the *Working with the Media* handout on page 91.) Watch your news station and read your local newspapers to find out if they have special correspondents who cover community activities, education, health, fitness, or other relevant subjects. You can also contact the assignment editors or reporters yourself. (Please refer to the end of this chapter for additional media support information.)
- *Local sports figures.* Get your local high school, college, semi-professional, or professional sports teams involved. Many of them are looking for ways to contribute to the community, and their involvement

will generate publicity for your activities. Contact the team's public relations representative.

- *Weather forecasters.* One of the most effective ways to get your message out is through local weather forecasters. They can mention activities and show promotional items on the air. They generally appear several times throughout a newscast and often mention community activities each time.
- *Local DJs.* Enlist a radio personality to help spread the word about your project. Consider making a visit to the radio station while a popular show is broadcast live. Bring the youth along—they may get the chance to talk on the air about their project. They can also create and submit a public service announcement.

Developing Promotional Materials

Now that you know who you want to tell, you need to decide what you want to tell them. Your goal is to catch their attention.

- *Develop a press release.* A press release conveys information about your project in a quick and easy-to-read fashion. Make sure to include who, what, when, where, how, and why clearly and concisely. Also include the title, date, time, and location as well as a contact person and phone number for further information. Be sure to state if the press release is written by the youth. People will be much more interested in your story. You can develop a press kit with additional information such as a backgrounder (information on your program and participants and activities), biographies, photos, activity descriptions, etc. Assemble the kit with the most important information in the front and any secondary information in the back. (There is a *Sample Press Release* on page 97.)
- *Create a public service announcement.* Have the youth develop their own public service announcement by dividing up the tasks (writer, recorder, supervisor, timekeeper, etc.).
- *Submit an article or editorial to a local newspaper.*
- *Create posters and flyers.* These can be hung in local storefronts or on community information boards.

Making Contact

Develop a media contact list to use to spread the word about your project.

- *Contact the media.* When working with the media it is especially important to contact the right person. In large metropolitan areas, media directories are often available at most public libraries. You can also contact the station or publication directly and find out who covers the nutrition, health, food, or community beat. Mail or fax a copy of your press release or kit along with a cover letter explaining your project and why it would be a good story to cover. You might find that you get the best response by faxing your press release. Use the *Working with the Media, Media Contact List, Media Plan Checklist,* and *Sample Media Advisory* handouts at the end of this chapter.
- *Contact your weather forecaster.* Write an introductory letter. Briefly discuss your activities and request his or her participation. Prepare a special promotional gift, like a basket of fresh fruit and vegetables, a healthy menu cookbook, or sample healthy snacks. Your gift may end up on television, so make sure it looks attractive and appealing. Include your press kit with the gift, and if possible deliver it in person to the station.
- *Write letters.* A letter is a great way to either inform someone about your project or get someone to support your cause.
- *Make phone calls.* There are two handouts to assist in telephoning: *Making Phone Calls* and *Phone Guide*.
- Contact the community calendar sections of the local newspapers and television stations to post your activity.
- Include articles written by youth in your parent newsletter.

3. How To Work with Parents and Community Institutions

Getting parents and the community involved in supporting your youth projects is essential. Parents and community members can create a positive environment by being role models—setting a good example by being physically active and making healthy eating choices. They can also offer an abundance of valuable resources such as time, money, supplies, expertise, feedback, and free publicity.

Consider involving the following community members in your project:

Who	How They Can Support
Parents	Make introductions to key policy makers, transport youth to special events, help conduct activities
Teachers	Assign credit for student projects
City council members	Get traffic patterns changed
Local school districts/ representatives	Change vending machine options, school policies
Clergy	Support events, publicize projects at church services or in the church newsletter
Health care providers/ hospital	Provide health information, meeting space for events, resources (handouts)
Business leaders, especially those in the food or fitness industries	Donate foods or sports equipment; sponsor events, teams
Media representatives	Publicize events, issues
Local sports figures	Help get local press coverage, attend events, speak at parent meetings
Other youth	Provide information, help conduct surveys, put up flyers about community meetings

4. Handouts

Choose and Plan a Project

- Assess Your Environment
- Brainstorming Worksheet, Sample
- Brainstorming Worksheet
- The Action Plan
- What Resources Are Available?
- What's in Your Vending Machine?
- Prepared Combination Foods
- Walkability Checklist
- Project Review Worksheet

Promote and Publicize Your Project

- Making Phone Calls
- Phone Guide
- Working with the Media
- Media Plan Checklist
- Media Contact List
- Sample Press Release
- Sample Media Advisory
- Sample Backgrounder
- Sample Fact Sheet

Assess Your Environment

In Your Neighborhood

1. Can you buy fresh fruits and vegetables and dairy products at the stores near your home?

   ☐ Yes ☐ No

2. Can you buy lower fat foods such as fat-free or 1% milk, or whole-wheat or whole-grain breads?

   ☐ All the time ☐ Never
   ☐ Sometimes, explain _____ ☐ Don't know

3. Are there fast-food places in your neighborhood?

   ☐ A lot ☐ Not a lot
   ☐ Sort of, explain _____ ☐ Don't know

4. Are there any restaurants that serve low-fat foods?

   ☐ A lot ☐ Not a lot
   ☐ Sort of, explain _____ ☐ Don't know

5. Is there a park or community center in your neighborhood?

   ☐ Yes ☐ No ☐ Don't know

6. Do they offer sports programs and activities for young people and families?

   ☐ A lot ☐ A few ☐ None ☐ Don't know

7. Are the parks in your neighborhood safe and clean?

   ☐ Yes ☐ No
   ☐ Sort of, explain _____ ☐ Don't know

8. Are there enough stop signs, traffic lights, and speed bumps in your neighborhood?

   ☐ Yes ☐ No
   ☐ Sort of, explain _____ ☐ Don't know

HANDOUT 5.1

At Your School

1. Does your cafeteria serve fruits and vegetables?

   ☐ Every day ☐ Sometimes ☐ Never ☐ Don't know

2. Does your cafeteria serve fast food?

   ☐ Every day ☐ Sometimes ☐ Never ☐ Don't know

3. How many vending machines does your school have?

   ☐ 1-2 ☐ 3-4 ☐ 4-6 ☐ More than 6 ☐ Don't know

4. Do the vending machines have low-fat, low-sugar snacks such as fruit, granola bars, water, juices?

   ☐ Yes ☐ No
   ☐ Sort of, explain _____ ☐ Don't know

5. Does your school sell candy, cakes, cookies, and other sweets at bake sales or fundraisers?

   ☐ All the time ☐ Never
   ☐ Sometimes, explain _____ ☐ Don't know

6. How often do students have physical education?

   ☐ Every day ☐ Every other day ☐ 2 times a week
   ☐ Never ☐ Other _____

7. Can students use sport equipment (balls, jump ropes, etc.) during lunch and breaks or after school?

   ☐ All the time
   ☐ Sometimes, explain _____ ☐ Never

8. Does your school organize games (basketball, volleyball, etc.) during breaks or lunch?

   ☐ All the time
   ☐ Sometimes, explain _____ ☐ Never

9. Can students use school sport facilities (gym, track, weight room, pool) before or after school?

   ☐ All the time
   ☐ Sometimes, explain _____ ☐ Never

In Your Home

1. What foods can you snack on at home? (Check all that apply.)

☐ cookies ☐ chips ☐ granola bars ☐ yogurt
☐ fruit ☐ veggies ☐ bagels ☐ Other _____

2. If you pack a lunch for school, what foods do you have? (Check all that apply.)

☐ sandwich ☐ leftovers ☐ cookies ☐ chips
☐ granola bar ☐ yogurt ☐ fruit ☐ veggies

3. What is there to drink in your house? (Check all that apply.)

☐ water ☐ soda ☐ fruit drink ☐ 100% fruit juice (e.g., orange, apple, etc.)
☐ whole milk ☐ 1% milk ☐ fat-free milk ☐ Other _____

4. How many times does your family eat out during the week?

☐ Every day ☐ 4 times a week ☐ 2 times a week ☐ Once a week ☐ Rarely

5. Do you have sports equipment (bike, balls, roller blades, etc.) at home?

☐ Yes ☐ No Explain _____

6. Do your parents exercise?

☐ All the time
☐ Sometimes, explain _____ ☐ Never

HANDOUT 5.1

Which issue would you like to address?

We know that eating healthfully and staying active are important to our health. You have described some characteristics of your neighborhood, school, and home that make it difficult to be healthy. Now it's time to think about what you can do to make it easier for young people to eat healthfully and stay active in your community.

Which problem is most important to try to solve? Choose one of these issues or come up with your own.

☐ Restaurants in my neighborhood do not have enough low-fat menu items.

☐ It is difficult to find low-fat food/snacks in my neighborhood.

☐ There are too few planned sports activities in my community.

☐ My neighborhood is not a safe place to exercise.

☐ My school serves too much processed and high-fat food.

☐ Students do not have enough opportunities to get physical activity at school.

☐ There is not enough fresh and low-fat food at my home.

☐ My family eats too much fast food.

☐ My family does not exercise enough.

☐ Your own issue _____

Brainstorming Worksheet

NUTRITION SAMPLE

Steps to Brainstorming:

A. Come up with ideas.
B. Narrow ideas by asking questions.
C. Choose one basic idea to work with.
D. Set goals and objectives.

A. Come up with ideas

Issue: *It is difficult to find healthy snacks/food in my neighborhood.*

What you could do:

1. *Do a community food assessment to determine healthy food availability.*
2. *Plan a food fair. Invite local restaurants to provide healthy menu items.*
3. *Cook a healthy meal and invite parents and community guests.*

B. Narrow ideas by asking questions

After you compile a list of ideas, its time to make a choice.
Ask the following questions to help you make your decision.

- How much time will you have to complete your project? *6 months*
- Who will your target audience be? *Youth*
- Which project will make the most difference and have the longest effect?
- Which project has the best chance of succeeding?

C. Choose one idea

Idea: *Do a community food assessment to determine healthy food availability.*

D. Set goals and objectives:

1. *Survey local stores and restaurants to determine healthy foods and menu items.*
2. *Develop a neighborhood meal/snack guide featuring places to purchase healthy foods.*
3. *Distribute guide to youth in the neighborhood to increase awareness of healthy foods available in the community.*

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

HANDOUT 5.3

Brainstorming Worksheet

PHYSICAL ACTIVITY SAMPLE

Steps to Brainstorming:

A. Come up with ideas.
B. Narrow ideas by asking questions.
C. Choose one basic idea to work with.
D. Set goals and objectives.

A. Come up with ideas

Issue: *Not enough opportunities for youth to be active.*

What you could do:

1. *Do a community walkability assessment.*
2. *Develop a neighborhood resource guide of places to be physically active.*
3. *Plan a community sports event.*

B. Narrow ideas by asking questions

After you compile a list of ideas, its time to make a choice.
Ask the following questions to help you make your decision.

- How much time will you have to complete your project? *6 months*
- Who will your target audience be? *Youth*
- Which project will make the most difference and have the longest effect?
- Which project has the best chance of succeeding?

C. Choose one idea

Idea: *Do a community walkability assessment.*

D. Set goals and objectives:

1. *Survey neighborhood to determine if it's a safe place to walk.*
2. *Develop a news release.*
3. *Meet with city and school officials to discuss results.*

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

Brainstorming Worksheet

Steps to Brainstorming:

A. Come up with ideas.
B. Narrow ideas by asking questions.
C. Choose one basic idea to work with.
D. Set goals and objectives.

A. Come up with ideas

Issue: _____

_____

What you could do:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

HANDOUT 5.4

B. Narrow ideas by asking questions

After you compile a list of ideas, its time to make a choice. Ask the following questions to help you make your decision.

- How much time will you have to complete your project?

  _____

- Who do you want your target audience to be?

  _____

- Which project will make the most difference and have the longest effect?

  _____

- Which project has the best chance of succeeding?

  _____

C. Choose one idea

Idea: _____

_____

D. Set goals and objectives:

1. _____

_____

2. _____

_____

3. _____

_____

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

The Action Plan

Now it's time to put all of your ideas into an Action Plan. This means you need to figure out what has to be done, who will be responsible for doing it, and when it should be completed.

Project: _____

Activity	*Who Does It*	*By When*

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

HANDOUT 5.6

What Resources Are Available?

Build a list of organizations, groups, and companies that you would like to contribute to your project. You will need to communicate with these people through letters and phone calls.

Project: _____

Name _____ Phone _____

Organization _____

Address _____

Notes _____

Name _____ Phone _____

Organization _____

Address _____

Notes _____

Name _____ Phone _____

Organization _____

Address _____

Notes _____

Name _____ Phone _____

Organization _____

Address _____

Notes _____

Name _____ Phone _____

Organization _____

Address _____

Notes _____

What's in Your Vending Machine?

Data collector:_____ Vending machine location:_____

				How much is in each serving?						
Name and brand of the item.	Size or amount in the pack	How many servings per package?	Price	Total Fat grams	% DV for Fat	% DV for saturated fat	% Daily Value of sodium	Fiber in grams	% DV for fiber	Where is sugar listed on the ingredients list
Example: peanut butter cracker sandwiches	*1 package (50g)*	*1 (sometimes it's 2 or more)*	*$0.89*	*16g*	*25%*	*18%*	*20%*	*1g*	*3%*	*It is the 4th item on the list*

HANDOUT 5.7

HANDOUT 5.8

Prepared Combination Foods

Store Name: **Name of Data Collector:**

Item	*Cost*	*Description*
(e.g., hot dog on a bun, nachos, pizza, bagel and cream cheese, dim sum, etc.)		(Size, preparation method, etc.)

Walkability Checklist

Everyone benefits from walking. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. If you find problems, there are ways you can make things better.

Getting started: Pick a place to walk, like the route to school, a friend's house, or just somewhere fun to go. Read over the checklist before you go and, as you walk, note the locations of things you would like to change. At the end of your walk, circle an overall rating for each question. Then add up the numbers to see how you rated your walk.

Rating scale

1 = awful
2 = many problems
3 = some problems
4 = good
5 = very good
6 = excellent

1. Did you have enough room to walk safely?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some problems:

__ Sidewalks or paths started and stopped
__ Sidewalks were broken or cracked
__ Sidewalks were blocked with poles, signs, dumpsters, etc.
__ No sidewalks, paths, or shoulders
__ Too much traffic
__ Something else? _____

Locations of problems: _____

HANDOUT 5.9

2. Was it easy to cross streets?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some problems: (use rating scale)

__ Road was too wide

__ Traffic signals made us wait too long or did not give us enough time to cross

__ Needed striped crosswalks or traffic signals

__ Parked cars blocked our view of traffic

__ Trees or plants blocked our view of traffic

__ Needed curb ramps or ramps needed repair

__ Something else? _____

Locations of problems: _____

3. Did drivers behave well?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some problems: (use rating scale)

Drivers…

__ Backed out of driveways without looking

__ Did not yield to people crossing street

__ Turned into people crossing streets

__ Drove too fast

__ Sped up to make it through traffic lights or drove through red lights

__ Something else? _____

Locations of problems: _____

4. Was it easy to follow safety rules?

Rating: 1 2 3 4 5 6

Could you and your child…

Yes	No	
☐	☐	Cross at crosswalks or where you could see and be seen by drivers?
☐	☐	Stop and look left, right, and left again before crossing streets?
☐	☐	Walk on sidewalks, or shoulders (if no sidewalks), facing traffic?
☐	☐	Cross with the light?

Locations of problems: _____

5. Was your walk pleasant?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some unpleasant things: (use rating scale)

__ Needs more grass, flowers, or trees

__ Scary dogs

__ Suspicious activity

__ Not well lit

__ Dirty, lots of litter or trash

__ Something else? _____

Locations of problems: _____

How does your neighborhood stack up? Add up your ratings and decide.

1. _____
2. _____
3. _____
4. _____
5. _____

( ) = total

How did your neighborhood rate?

26–30	Celebrate! You have a great neighborhood for walking.
21–25	Celebrate a little. Your neighborhood is pretty good.
16–20	Okay, but it needs work.
11–15	It needs lots of work. You deserve better than that.
5–10	Call out the National Guard before you walk. It's a disaster area.

Taken from National Child Passenger Safety Week Activities, National Highway Traffic Safety Administration Website, http://www.nhtsa.dot.gov/people/outreach/safesobr/oplanner/ncpsw/walk1.html

HANDOUT 5.10

Project Review Worksheet

Take a minute to think about your work and answer these questions.

1. What have you done so far? What steps have you taken?

2. Which steps worked? Which steps didn't work? Why didn't they work and what did you do about it?

3. Have you made any changes to your plan?

4. What new skills did you learn?

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

Making Phone Calls

Making calls to potential donors, supporters, and volunteers is a way to get support for your project or event.

When you make a phone call, follow these tips:

1. Fill out a copy of the phone guide.
2. Get permission to use the phone.
3. Have paper and pencil handy for note taking.
4. When someone on the other end answers, always introduce yourself by giving your name, age, and the program you belong with. Speak clearly and slowly enough to be easily understood.
5. If the person you are calling is not there, ask what time he or she is expected to return.
6. Write down the time and call back then.
7. If you need to leave a message, make sure to leave your name, your program, phone number, the best time to call you back, and a short message about why you are calling. Don't be afraid to call back as many times as it takes to get a response!
8. While you have your contact on the phone, get the correct spelling of his or her name, title, mailing address, and phone number.
9. Always say thank you before saying good-bye.

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

HANDOUT 5.12

Phone Guide

Fill out this Phone Guide before you make your calls.

Contact Information

Contact name: _____ Contact title: _____

Contact organization: _____ Contact e-mail: _____

Contact phone: _____ Contact fax: _____

Contact address: _____

Hello, may I please speak to [contact name] _____**?**

My name is _____ **and I am** _____ **years old and am enrolled in the** [program name] _____.

I am calling to speak to you about...

Why you are calling. What you want to say or ask:

_____

_____

_____

Notes: Write down what your contact tells you:

_____

_____

_____

Thank you very much. Good bye.

Your Information

Sometimes your contact will ask for more information about you. Fill out the section below so that you have the information handy.

Name of your program: _____

Program address: _____

Program phone: _____ Program fax: _____

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

Working with the Media

Make a media contact list for newspapers and radio and TV stations

Find the phone numbers and addresses in the phone book. Call newspapers and radio and TV stations to ask which reporters cover health and education. Put all the names, phone and fax numbers, and addresses you find into a media contact list.

Write a Letter to the Editor

Newspapers print letters to the editor. These letters express opinions about issues that affect the community. You can find the editor's name and address on the editorial page of the newspaper.

Write a Media Advisory

A media advisory is a little different from a press release. It is not a narrative description of what you are doing. Instead, it is a snappy heads-up with a few facts and reasons why the media should be interested in reporting your project or attending your event. See the sample on page 96.

Write a Press Release

A press release is a written description of a news story or event. A press release should be short and to the point—no more than two typed pages. Your press release should include:

WHAT WHO WHEN WHERE WHY

Make sure that reporters know that the release was written by young people. They will be much more interested in your event or project. Fax or mail a copy of your press release to all of the reporters on your media contact list, then telephone them to make sure that they have received it.

It is a good idea to include a quote from someone who supports your project. This could be from one of your youths or from someone who is important in your community—a business person; civic, political, or religious leader; or other influential person who supports or endorses what you are doing.

Backgrounders and Fact Sheets

These are other ways to present information to your media contacts, which you can include with your press release or media advisory. They allow you to go into greater detail about your project—history, facts and figures, lists of supporters, and other information that would help a reporter write a story. See pages 98 and 99.

Create a Public Service Announcement

Public Service Announcements (PSAs) are announcements that publicize the events and activities of nonprofit organizations. TV or radio stations donate the broadcast time so that the announcement can be played on the radio or viewed on TV. PSAs are usually 10-60 seconds long.

When developing your PSA, always remember:

- Keep it short and simple
- Identify the main issue in the first 10 seconds
- Emphasize the solution and the problem

After you get media coverage, remember to get a copy of the article, or a recording of the TV or radio story. If you are unable to record it, politely ask your media contact for one. You may have to purchase it.

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

Media Plan Checklist

Make Contact

- ☐ Collect basic information on who's who in the media including local radio, TV, daily, weekly and monthly newspapers, and local and regional magazines.
- ☐ Check out content and style of programs, specialized columns.
- ☐ Identify ethnic and specialized publications in the community.

Know Your Media

- ☐ Get to know the reporters and editors.
- ☐ Know who covers what "beat"—education, schools, food, health, nutrition, chefs, and restaurants.
- ☐ Call local newsrooms.
- ☐ Note who has covered community events in the past.

Research Other Media Sources

- ☐ Ask chefs which writers may have covered them in the past and if they have their own publicist.
- ☐ Keep a clipping file of stories from publications that have articles on food, health/nutrition, schools, education, chefs, communities, etc.
- ☐ Use the News Media Yellow Book (available at most public libraries) and other library resources.
- ☐ Contact print media that needs longer lead time—monthly magazines and publications.

Establish a Relationship with the Media

- ☐ Designate specific spokesperson(s) to talk to the media.
- ☐ Contact assignment editors.
- ☐ Develop your press release and teaser.

Press Release

- ☐ Tell who, what, where, when, how, and why as clearly and concisely as possible.
- ☐ Think of who the audience is and what would appeal to them.
- ☐ Try to keep to one page.
- ☐ Be creative and innovative—make it stand out from the others.
- ☐ Include title, date, and location.
- ☐ Include a contact person and phone number for further information.

HANDOUT 5.14

Teaser

- ☐ Develop a creative media attention getter.

Mail Press Release and Teaser

- ☐ Find out who is the right person to fax, mail, or e-mail press releases, background information, and "teasers" to. Faxing is usually the best way.
- ☐ Ask to speak to that person to establish a personal contact and to get them interested in the upcoming activity.
- ☐ If contact can not be made on the telephone, then fax or mail an introductory letter. Set up a personal meeting, if necessary.

Questions for the Media

- ☐ Name, media outlet, phone/fax numbers.
- ☐ Deadline for publication or broadcast AND when the story will run.
- ☐ Encourage a photographer or camera crew to accompany the reporter.
- ☐ Find out if the outlet has a special angle to cover on the event.
- ☐ Fax information to them.

Assemble the Media Kit

- ☐ Include press release, biographies/photos of chefs, and chef recipes.
- ☐ Provide reporters with media kit as soon as possible.
- ☐ Designate a photographer.

Reach Out

- ☐ Contact reporters to remind them of the activity two or three days in advance.

Last Minute

- ☐ Telephone media contacts to remind them of the activity the day before.
- ☐ If the media contact is unable to attend, make sure to get followup materials and photos to them.
- ☐ Be sure to have all press attendees sign in; give them a map of the activity.
- ☐ Capture addresses, phone numbers, and affiliation.
- ☐ Keep track of all media attended and interested parties who were unable to attend the event and who may do a followup story.
- ☐ Assign a guide to direct media to activities.

Followup

- ☐ Collect all newspaper articles written; ask media outlets for copies of their story.
- ☐ Evaluate the event. Take notes as to what might be done next time.

Media Contact List

Use this worksheet to list newspapers and television and radio stations in your community.

Project: _____

Name _____

Newspaper or Station _____

Address _____

Phone and Fax Numbers _____

Notes _____

Name _____

Newspaper or Station _____

Address _____

Phone and Fax Numbers _____

Notes _____

Name _____

Newspaper or Station _____

Address _____

Phone and Fax Numbers _____

Notes _____

Name _____

Newspaper or Station _____

Address _____

Phone and Fax Numbers _____

Notes _____

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

HANDOUT 5.16

Sample Media Advisory

For more information contact:
[Contact name and phone number]

Media Advisory

Who: [Your program and other participants]

What: Community Walk-a-Thon, an opportunity for all ages to experience how walking can be a fun and easy way to get daily physical activity.

When: [Date, time of event]

Where: [Location of route]

Interview Opportunities: [List Chapter President, Mentoring Program Coordinator, and all distinguished guests who will participate]

Photo Opportunities: [List activities that would make good pictures. Some examples include:

- Local celebrities participating in the event
- Young and old people participating together
- Exhibits
- Supporters]

Sample Press Release

For Immediate Release
[Date]

For more information contact:
[Contact name and phone number]

[Program youth] are taking strides to increase community participation in regular physical activity

Youth participating in the [program name] are organizing a walk-a-thon to take place on [date, time, location]. The goal of the event is to promote walking as an easy and fun way for [community name] members of all ages to stay active. Proceeds from the event will help to support [describe mentoring activities here].

[Program name] mentors and mentees will be joined by [name distinguished guests and supporters]. People of ages are encouraged to participate. The day's activities will include [brief description of route and special attractions].

The day's activities will include a 3 mile scenic walk through the [community name]. Upon completion, all participants will receive [list prizes and refreshments] courtesy of [list supporters]. Information on healthy eating and exercise opportunities for [community members] will be available at booths staffed by [local nutrition and physical activity organizations].

[Insert quote from supporter–sample] "[Walk-a-thon supporter] has a strong interest in supporting activities that empower youth to make a difference in the lives of [community name] members. We are pleased to be a part of today's event and will continue to reinforce and support the community's efforts to increase participation in safe and enjoyable physical activity."

[Insert quote from program spokesperson–sample] "So many chronic diseases in our community (diabetes, high blood pressure, obesity) can be prevented through regular physical activity. We realize that regular physical activity is also an important part of leadership development. We want our young men to be role models for the community by engaging in health promoting activities. Walking is a safe, fun and affordable activity that can be enjoyed by all."

HANDOUT 5.18

Sample Backgrounder

[Your program's name]
Address
City, State, Zip
Phone

Chapter President:
Mentoring Coordinator:
[Other pertinent chapter members]

Program enrollment:

Age groups:

Brief description of your program and its commitment to nutrition and physical activity issues as related to your event.

Description of the theme and goal of the event.

List activities to take place.

Give location, date and time of event.

List everyone who will participate.

Other Facts:
[This is a good place to list other interesting facts about your program, including any prominent people who are members or who have supported any of your activities, other special programs or partnerships, etc.]

Sample Fact Sheet

Fact Sheet
[Program name] Community Walk-a-thon

- 250,000 deaths each year can be attributed to physical inactivity, while millions of Americans suffer from illnesses and chronic conditions that can be prevented or improved through regular physical activity.
- 1.5 million people suffer from a heart attack in a given year.
- 40% of children ages 5 through 8 have at least one coronary risk factor.
- 8 million people have adult-onset (non-insulin-dependent) diabetes.
- Over half of the population are overweight or obese.
- Regular physical activity on most days of the week reduces the risk of developing or dying from some of the leading causes of death in the United States (heart disease, diabetes, and some types of cancers).
- Daily physical activity such as 30-minute sessions of moderate activity (brisk walking) or 15-20 minute sessions of intense activity (jogging, playing basketball) are recommended for all ages.
- More than 60% of adults do not engage in the recommended amount of physical activity.
- Less than 50% of American children engage in physical activity that promotes long-term health and cardiovascular benefits.
- [Program name] has made the promotion of physical activity an important part of our mentoring program, through role modeling and actively engaging youth participants in sharing these messages with their families and community.
- The goal of our walk-a-thon is to engage our youth through creating opportunities for physical activity that are enjoyable, meet the needs of the community, and involve and encourage participation of friends, peers, parents and community members.
- The walk-a-thon will include [list activities]
- The walk-a-thon will take place [give location, date and time]
- Participants include [list other participants]

5

CHAPTER 6

Youth Nutrition and Fitness Activities

This chapter is filled with activities that cover a variety of topics that are important and relevant to youth. Activities are designed to be stand-alone, so you can choose those that best meet the needs of your youth. However, it is recommended that you complete the activities in the order they are listed.

Types of Activities:

Assessment
Assessment activities have youth examine their current behaviors. Youth take home activity sheets and record their current diet and/or physical activity behaviors.

Discussion
Discussion activities provide an opportunity for youth to talk about current nutrition and/or physical activity topics and share their opinions and ideas. These activities require minimal preparation and are ideal for situations where time is limited.

Hands-on
Hands-on activities require additional preparation and supplies.





Activities Summary

Activity Name	*Suggested Age*	*Topic*	*Assessment*	*Discussion*	*Hands-on*	*Handout*
*Are You Meeting Your Nutrition and Physical Activity Requirements?	11-18	General nutrition and fitness	X			X
The Low-Down on Sugar	11-18	Sugar in foods			X	X
The Low-Down on Fat	11-18	Fat in foods			X	
Eating on the Run	11-18	Fat in fast foods			X	X
*Reading Food Labels	11-18	Food labels			X	X
*My Snack Options	11-18	Making better snack choices	X	X		X
*My Activity Options	11-18	Including more physical activity	X			X
Making the Grade	11-18	Nutrition and achievement	X	X		
*What Are You Really Paying For?	15-18	Consumer literacy	X			X
Facilitating a Youth Discussion	15-18	Physical activity Fruits & vegetables Soda consumption Fast food Skipping meals Nutritional supplements		X		X

* Activities requiring more than one session.

6

Activity 1: Are You Meeting Your Nutrition and Physical Activity Requirements?

Purposes:

- Youth will assess their diet and activity behaviors.
- Youth will identify ways to improve their diet and physical activity choices.

Session One

Before the session:

Make copies of *My Food Record* (page 105) and *My Activity Record* (page 106) handouts.

What to do:

1. Tell youth that they will be collecting information on their eating and physical activity patterns. Distribute *My Food Record* and *My Activity Record* handouts. Have youth keep a record of all the food they eat and how much physical activity they get for an entire day.
2. Provide instruction on how to complete the records.
   - Explain that it is very important that they be specific about the kinds of food and the amount they eat.

     Offer examples:

2 slices of cheese pizza	not	pizza
Pint carton of low-fat milk	not	milk
One 12-oz. can of soda	not	soda
A turkey sandwich, 3 slices of turkey, 2 slices of bread w/ lettuce, tomato	not	sandwich
3 pieces of fried chicken with skin	not	chicken

   - Remind them to keep track of how much water they are drinking.
   - Explain that physical activity also includes things such as walking to and from school, or household chores like mowing the lawn, washing the car, sweeping, and vacuuming. This is in addition to traditional exercise such as playing basketball, running, or bike riding. Tell them to keep track of all of it!

Session Two

Before the session:

Make copies of *Are You Meeting Your Nutrition and Physical Activity Requirements?* (pages 107 and 108).

What to do:

1. Distribute copies of *Are You Meeting Your Nutrition and Physical Activity Requirements?* handout for the youth to complete.

2. Review the nutrition requirements.

   Requirements for fruits and vegetables, calcium, and water

   - At least 5 servings of fruits and vegetables a day
   - 3 servings of calcium-rich foods (low-fat milk, yogurt or pudding, cheese, calcium-fortified juice, calcium-fortified cereal, green leafy vegetables) every day.
   - 8 glasses of water every day

3. Review the requirements for physical activity.

   Requirements for physical activity
   Aim for at least 60 minutes a day.

   - Be spontaneously active
   - Play tag
   - Jump rope
   - Ride a bike
   - Walk or run
   - Play during recess
   - Roller skate or in-line skate
   - Take part in physical education classes during school
   - Join after-school or community physical activity programs
   - Dance

4. Review what happens when you don't meet your nutrition and physical activity requirements. You can:
   - Get cranky, moody, not able to concentrate
   - Become overweight or underweight
   - Have dull and dry hair, brittle nails, ashy and flaky skin
   - Get sick more often
   - Become constipated
   - Develop diabetes
   - Suffer from:
     stroke
     high blood pressure
     diabetes
     certain types of cancers

5. Discuss the following:
   - Were you surprised by the amounts or types of food you ate?
   - Were you more active or less active than you expected?
   - Did you meet your nutritional and physical activity requirements?
   - What ideas did you come up with to improve your choices?

Tip: Youth can track their eating habits on-line with the United States Department of Agriculture's Interactive Healthy Eating Index at http://www.usda.gov/cnpp. They can create an online profile by entering in the foods they eat and tracking their calorie, vitamin, fat, fiber, cholesterol, and protein intake. A 20-day log will help them to document their eating patterns.

My Food Record

Name: Date:

List All Food and Drink	*Portion Size*	*Number of Servings*
MORNING:		
BEFORE LUNCH:		
LUNCH:		
AFTERNOON:		
DINNER:		
AFTER DINNER:		

HANDOUT 6.2

My Activity Record

Name: Date:

What Did You Do for Activity?	*For How Long?*

Are You Meeting Your Nutrition and Physical Activity Requirements?

Use your completed food and activity records to answer these questions and see!

Fruits and vegetables provide important nutrients like vitamin A and vitamin C that help you:

- Keep your skin and eyes healthy
- Avoid getting sick
- Avoid getting constipated
- Reduce your risk of cancer and other diseases
- Grow to your potential
- Heal wounds faster

You need at least 5 servings a day!

Did you meet the recommendations? ☐ Yes ☐ No

One serving of fruits and vegetables:

1 medium size piece of fruit
¾ cup juice
½ cup canned or chopped fruit
½ cup cooked or chopped raw vegetables
1 cup leafy raw vegetables
¼ cup dried fruit

Calcium is important for:

- Building strong bones and teeth
- Making muscles work

Because you are still growing, you need at least 1300 mg. of calcium a day. *That means 3 servings of foods high in calcium every day.*

Did you meet the recommendations? ☐ Yes ☐ No

The following amounts of these foods provide similar amounts of calcium:

1 cup nonfat or low-fat milk, yogurt, or pudding
1½ oz. low-fat cheese
1 cup calcium-fortified juice or calcium-fortified cereal
1 cup black eyed peas
3 cups broccoli
6 corn tortillas

Water helps you:

- Get rid of toxins that are produced by the body
- Avoid getting constipated

You should drink at least 8 glasses of water a day.

Did you meet the recommendations? ☐ Yes ☐ No

What about soda?

Drinking too much sugary soda may:

- Cause weight gain
- Give you cavities

The average 12 to 19-year-old boy consumes about 18 oz. of soda a day. This adds up to an extra 15 tsp. of sugar per day! (*Liquid Candy, Center for Science in the Public Interest*) And this doesn't include the sugar from eating other foods such as candy, cookies, cakes, or ice cream.

How many tsp. of sugar from soda did you have? (Multiply the ounces of soda you drank by 8 and divide by 10) _____ oz. of soda x 8 = _____ ÷ 10 = _____ tsp. of sugar

HANDOUT 6.3

Physical Activity

Every day you should get at least 60 minutes of physical activity. This includes moderate activity such as playing basketball or football, swimming laps, or jumping rope, and other activity such as walking your dog, biking to school or to visit friends, or using the stairs.

- Did you get at least 60 minutes of moderate physical activity? ☐ Yes ☐ No
- Do you get enough other activity? Answer these questions to find out!

Activity	*Yes*	*No*
Do you walk or ride your bike to school or to visit friends?		
Do you do physical activities with friends and family such as roller blading, playing frisbee, or shooting hoops at least once a week?		
Do you take the stairs instead of the elevator?		

If you answered no to two or more, you may need to add more activity into your weekly routine.

What happens when you don't meet your food and activity requirements?

Now...

- You may become cranky or moody, or not be able to concentrate
- Become overweight or underweight
- Have dull and dry hair, brittle nails, ashy and flaky skin
- Get sick more often
- Get constipated
- Develop diabetes

Later...

- Become overweight

Suffer from:

- Stroke
- High blood pressure
- Diabetes
- Certain types of cancers

Improving Your Food and Activity Choices

What changes can you make to improve your food and activity choices? Check all that apply and add a brief comment on how you will make improvements.

Improvement	*How:*
☐ Eat more fruits and vegetables	
☐ Eat/drink more high-calcium foods	
☐ Drink less soda	
☐ Add more physical activity into my day	

Activity 2: The Low-Down on Sugar

Purposes:

- Youth will assess the amount of sugar in popular beverages.
- Youth will identify healthier drink alternatives.

Materials:

- Sample high-sugar drinks (actual cans/bottles or labels)
- Sugar (2 lb. or 5 lb. depending on size of group)
- Measuring spoons
- Plastic bags
- Clean-up materials

Ahead of time:

1. Collect labels or cans/bottles of drinks.
2. Make copies of *The Low-Down on Sugar* (page 112 and 113) and *Do You Know What's In Your Soda?* handouts (page 114).

What to do:

1. Introduce the activity:

   Bring in various beverages including ones with added sugar (e.g., soda, fruit drinks) and ones without added sugar (e.g., 100% fruit juice, orange juice).

   Tip: You can substitute other high-sugar foods such as breakfast cereals, candy, cookies instead of drinks.

2. Ask youth to place the drinks in order of lowest amount of sugar to the highest without looking at the labels. Make a note of this sequence.

3. Find out if youth agree or disagree that all sugars are the same. Review the types of carbohydrates.

   Complex carbohydrates (starches) are found in grains, such as bread, pasta and rice, and vegetables. Foods that are high in complex carbohydrates are also loaded with vitamins and minerals.

   Simple carbohydrates (sugars) occur naturally in foods such as milk and fruits and are also added to foods such as soft drinks, candy, ice cream, and cookies. Sugars that occur naturally in foods are usually accompanied by vitamins, minerals, protein, and fiber. Refined sugars such as table sugar, corn syrup, honey, and maple syrup that are added to foods provide only calories.

4. Have the youth read the labels on the containers of drinks or other high-sugar foods to find out how much sugar they contain. It is important for them to keep in mind that the amount of sugars listed on the Nutrition Facts label represents "total sugars" in the food. This includes those that have been added and those that occur naturally. For example, 1 cup of milk contains 11 grams of natural sugars and 100% orange juice (without added sugar) contains 20 grams of natural sugar. The same amount of orange soda contains 32 grams of added sugar. Once they have checked their label to identify how much sugar is in their food, have them measure out the amount of sugar. Use the 4 grams of sugar = 1 teaspoon rule. Pile the sugar in a plastic bag in front of the container. Then have the youth put the drinks in order from lowest in sugar to highest. Check to see if the order is the same as what they originally thought. Ask if they were surprised by the amount of sugar in particular drinks.

5. Ask youth if they pay attention to how much added sugar they get in their diet. Find out why they do or do not pay attention. Review some of the possible consequences of a high-sugar diet:

   - Weight gain
   - Cavities
   - Foods made with lots of refined sugar fill you up and can crowd out other, healthier foods from your diet

6. Have youth brainstorm healthier drink alternatives. Some possible choices are:
   - 100% fruit juice without added sugar
   - 1% or fat-free milk
   - Unsweetened iced tea
   - Sparkling water
   - Water

   Tip: Taste test a healthier alternative to soda: 100% fruit juice with club soda.

7. Distribute *The Low-Down on Sugar* handout. Review ways youth can decrease the amount of added sugar in their diet.
   - Cut back on soda and juices or fruit drinks with added sugar.
   - Drink 100% fruit juice with no added sugar, unsweetened iced tea, water, or 1% milk. Always check the ingredients list for added sugars.
   - Reach for fresh, canned, and dried fruit. Make sure to buy canned fruits packed in water, juice, or light syrup rather than in heavy syrup, and dried fruit with no added sugar. Always check the ingredients list to make sure!
   - Buy fewer snack foods that are high in sugar such as cookies, cakes, and candies. Try vanilla wafers, graham crackers, bagels, English muffins, nuts (dry roasted), sunflower seeds, air-popped popcorn, or baked tortilla chips instead.
   - Watch out for cereals with added sugar by checking the Nutrition Facts label for the amount of sugar. Look at the ingredients list to make sure that sugar isn't one of the first two ingredients.

HANDOUT 6.4

The Low-Down on Sugar

Everyone likes the sweet taste of sugar. But eating too many sugary foods and drinks can make you gain extra weight and develop cavities. Plus, sugary stuff eliminates your hunger and if you are not hungry, you won't want to eat the types of foods that you need to help you grow and feel your best.

What is sugar?
Sugar is a type of carbohydrate and it is found naturally in healthful foods such as milk and fruits. These foods have vitamins, minerals, protein, and fiber.

However, some foods such as soft drinks, candy, ice cream, and cookies may contain large amounts of sugar. This sugar is called table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup. Unless they are fortified, sugary foods and drinks provide plenty of calories but relatively small amounts of vitamins and minerals.

Have you ever thought about how many teaspoons of added sugar you eat each day?
Take a closer look at how much sugar is added to some of the foods you might be eating throughout the day.

Food	*Teaspoons of added sugar*
Strawberry frosted toaster pastry	5
Large fruit roll-up	2
Hard candy, 6 pieces	4
Fruit drink, 1 cup canned	7
Vanilla cream stuffed cupcake	6½
Chocolate flavored puffed cereal, ¾ cup	4
Jelly beans, 10 large	4
Soda, 12 ounces	10

Got a Sweet Tooth?

Here are some things you can do to eat less sugar.

- Cut back on soda and juices or fruit drinks loaded with sugar. Instead try 100% fruit juice with no added sugar, unsweetened iced tea, water, or 1% milk. Always check the ingredients list for added sugars.
- Reach for fresh, canned, and dried fruit. Make sure canned fruits are packed in water, juice, or light syrup instead of heavy syrup; and the dried fruit has no added sugar. Always check the ingredients list to make sure!
- Buy fewer cookies, cakes, and candies. These snack foods are high in sugar. Try vanilla wafers, graham crackers, bagels, English muffins, nuts (dry roasted), sunflower seeds, popcorn without butter, or baked tortilla chips instead.
- Watch out for added sugars in cereals. A good rule is to check the Nutrition Facts label for the amount of sugar. Look at the ingredients list to make sure that sugar isn't one of the first two ingredients.

Tip: If you still want the fizz, dilute 1 cup of 100% fruit juice with ½ cup club soda.

Buyer Beware

Check your foods' Nutrition Facts label for sugar content. Keep in mind that the sugar column on the Nutrition Facts label includes both naturally occurring sugars (like those in fruit or milk) and sugar that has been added to food (cakes and cookies) or drinks (soda and fruit drinks). No % DV has been established for sugars because no recommendations have been made for how much sugar to eat in a day.

Nutrition Facts

Serving Size 3 Cookies (35g/1.3oz)
Servings Per Container 5

Amount Per Serving	
Calories 190	Calories from Fat 90
	% Daily Value*
Total Fat 10g	**15%**
Saturated Fat 3.5g	**18%**
Cholesterol 0mg	**0%**
Sodium 100mg	**4%**
Total Carbohydrate 22g	**7%**
Dietary Fiber 1g	**4%**
Sugars 13g	

MADE FROM: SUGAR, PARTIALLY HYDROGENATED VEGETABLE SHORTENING (SOYBEAN AND COTTONSEED OILS), UNBLEACHED ENRICHED WHEAT FLOUR [FLOUR, NIACIN, REDUCED IRON, THIAMIN MONONITRATE (VITAMIN B_1), RIBOFLAVIN (VITAMIN B_2), FOLIC ACID], SEMI-SWEET CHOCOLATE [SUGAR, CHOCOLATE LIQUOR, COCOA BUTTER, CHOCOLATE LIQUOR PROCESSED WITH ALKALI (DUTCHED), MILK FAT, SOY LECITHIN ADDED AS AN EMULSIFIER, VANILLA EXTRACT], EGG WHITES, OATMEAL, CONTAINS 2 PERCENT OR LESS OF: BUTTER, SALT, LEAVENING (CREAM OF TARTAR, BAKING SODA), SOY LECITHIN AND NATURAL FLAVORS.

Always check your ingredients list for more information on added sugars. Make sure sugar isn't one of the first two ingredients. Other names for sugar include: table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup.

Did you know that fat-free or reduced-fat foods are sometimes high in sugar? Sugar is added to replace flavor that is lost when the fat is taken out.

Do You Know What Is In Your Soda?

12 oz. Soda	*Calories*	*Teaspoons of sugar*
Orange Soda	180	12½
Colas	150	10
Clear Soda	144	9
Iced Tea, Unsweetened	1	0
Diet Soda	0	0

Do the Math!
Very large size sodas may contain 64 ounces. Each ounce of cola has about 13 calories. That doesn't sound like much, but…

13 calories × **64** ounces = **832** calories



Choose More Often

- 1 cup of nonfat milk has 80 calories.
- 1 cup of 1% milk has 102 calories.
- 1 cup of orange juice has 112 calories.
- Plain water has 0 calories.

Activity 3: The Low-Down on Fat

Purposes:

- Youth will learn about the different types of fat.
- Youth will learn about the health risks of a high-fat diet.
- Youth will learn how to decrease the amount of fat in their diet.

Materials:

- Sample foods with labels, or food labels alone
- Solid vegetable shortening
- Plastic bags
- Measuring spoons
- Cleaning materials

Before the session:

Decide how you will introduce the activity. Collect food labels if you will be placing foods in order of fat.

What to do:

1. Ask youth to place the foods in order of fat from lowest amount to highest.

   Have the youth read the labels to find out how much fat each food contains. Then have them measure the fat (using the 4 grams of fat = 1 teaspoon rule) into a plastic bag, and place it in front of each food. Discuss how to read the label for the % DV information, and that 5% DV or less is a small amount, but 20% DV or more is a large amount. Also see "READ IT before you EAT IT!" in Chapter 1 on page 5.

   Ask the youth if they are surprised by the amount of fat in some foods.

2. Review the different types of fat.

   Saturated fats are found in animal products like meats (ground beef, sausage, hot dogs, bologna), fatty dairy products (whole milk, cheese, and ice cream), and other foods that are made with butter (most pies and pastries). They can also be found in some vegetable oils (such as coconut and palm oils) and in hydrogenated vegetable fats, like shortening. Saturated fats are solid at room temperature and can clog arteries and veins, which can lead to increased risk for heart disease.

   Unsaturated fats are found in oils (vegetable oil, canola oil, safflower oil). They are liquid at room temperature. When substituted for saturated fat, unsaturated fat helps reduce risk of heart disease.

3. Ask the group if they feel it is important to pay attention to how much fat they get in their diet. Choose one of the following activities to demonstrate how too much fat in your diet can affect your health.

   A. Ask everybody to stand up. Ask if they know anyone who has heart disease or high blood pressure or who has had a heart attack. If they do, have them sit down. Next ask those who remain standing to sit down if they know anyone who has cancer or who has died from cancer. Finally, ask those who remain standing to sit down if they know anyone who has diabetes or who has died from diabetes. Most or all participants should be seated after all the questions have been asked. Explain that these are some of the diseases that are related to poor eating habits, particularly a high-fat diet.

   B. Review the risks of a high-fat diet.
      - Heart disease, high blood pressure, stroke
      - Weight gain
      - Cancer (specifically colon)

      Make reference to a movie star, musician, or professional athlete who has been afflicted with or died as a result of these types of disease. For example, Darryl Strawberry was diagnosed with colon cancer. You can also use a personal story or experience.

   C. Use models of a clogged artery or a replica of triglycerides in the blood to provide a visual example of how fat affects our health. (See Nasco Nutrition Aides in the Resources chapter for information on how to purchase these models.)

4. Ask youth to come up with ways they can decrease the amount of fat in their diet.
   - Cut back on fried foods such as fried chicken, fried fish, potato chips, and French fries.
   - Avoid high-fat snacks such as cookies, donuts, and cakes. Instead choose fresh, dried, or canned fruit, a granola bar, a bagel with jelly or peanut butter, or fig newtons.
   - Avoid drinking whole milk; instead choose fat-free or low-fat milk.
   - Hold the mayo on sandwiches and burgers; try just mustard and/or ketchup instead.
   - Remove the skin from chicken.

Activity 4: Eating on the Run

6

Purposes:

- Youth will assess their fast food choices.
- Youth will identify ways to improve their fast food choices.

Materials:

- Solid vegetable shortening
- Plastic bags
- Measuring spoons
- Clean-up materials

Depending on the activity you choose, you may also need:

- Nutrition Facts information from fast food restaurants

Ahead of time:

1. Collect materials.
2. Make copies of *Eating on the Run* handout (pages 120 and 121).
3. Put the recommended daily value of fat for an active youth (about 80 grams, 20 teaspoons, or 6½ tablespoons of fat) into a plastic bag.
4. Decide which activity option you will choose.

What to do:

1. Introduce the activity.

   Ask youth how many times a week they eat fast food. Find out whether they think it's possible to eat healthy at a fast food restaurant.

2. Choose *one* of the following activities to measure out the amount of fat in fast foods. Use the 4 grams of fat = 1 teaspoon rule.

   A. Youth can bring in Nutrition Facts information from their favorite fast food restaurant. It is available at the restaurant or on its web site. Have them choose the meal that they usually order, find out how much fat is in the food or meal, and measure out the amount of fat into a plastic bag.

B. Assign foods from the *Eating on the Run* handout.

C. Collect nutrition information from various fast food restaurants, or make copies of the *CANFit Fast Food Survival Guide* booklet. (See CANFit in Resources Section of Chapter 7 for information on how to order.) Assign a menu item for each youth to measure.

3. Have youth share the amounts of fat in their meal/foods and what they thought about those amounts. (Were they surprised? Disgusted? Did they already know?)
4. Review the maximum daily amounts of fat that should be consumed by adolescents (active males ages 11-18 should consume no more than 80-100 grams of fat per day). Compare the bag of 80 grams of fat to the bags of fat from the fast foods. Does their fast food meal contain more than the maximum amount for the entire day?
5. Distribute the *Eating on the Run* handout. Discuss ways that youth can make healthier choices when they eat fast food.

HANDOUT 6.6

Eating on the Run

Although fast food is often quick and easy, many fast foods are loaded with fat, sugar, calories, and salt. Eating fast food on a regular basis can be bad for your health unless you learn to make better fast food choices.

Here are some simple guidelines:

Pass on the soda

Soda is loaded with sugar and calories. One 12 oz. soda contains about 10 tsp. of sugar. Most fast food chains offer better drinks such as orange juice, 1% or fat-free milk, unsweetened iced tea, or bottled water.

Watch out for fried foods

Fried chicken and fish sandwiches, chicken nuggets, and fries are loaded with fat. To save on fat and calories order a broiled or grilled chicken or fish sandwich, or stick to a regular hamburger. Instead of fries, try a baked potato or a side salad. Choose Mexican food with soft (rather than fried) tortillas, such as burritos, soft tacos, or fajitas. Try low-fat Chinese foods like won-ton soup and stir-fried dishes. Order steamed rice instead of fried rice or chow mein.

Watch out for added fat

Not having cheese or mayo can decrease the amount of fat and calories in your fast food meal. Avoid specialty burgers that have special sauces or bacon. Bacon and sauces are loaded with fat and cholesterol (see "Facts About Cholesterol" in Chapter 1, on page 15).

Watch your portion sizes

If you decide on a burger and fries, order the regular or small sized versions. You can get two smaller sized hamburgers without cheese instead of eating a ¼ pound cheeseburger for fewer calories and less fat.

Never "SUPER SIZE"

A regular cheeseburger meal provides 680 calories. When you order a super size the extra fat from the fries and sugar in a 42 oz. super size soda add another 660 calories, bringing the total calories in a super size cheeseburger meal to a whopping 1,340. This is more than half of the calories you need for an entire day.

Ask to see the nutrition information
Most fast food restaurants now have nutrition information on all of their menu items available at the restaurant or on the Internet. Take some time to look and see what is in each menu item before you place your order.

See the difference for yourself.
What choice will you make next time you eat fast food?

Higher Fat	*Calories*	*Fat*	**Lower Fat**	*Calories*	*Fat*	*Calories/ Fat Saved*
Quarter-pound burger w/cheese	520	29	Regular hamburger	260	9	260/20
Deluxe crispy chicken	500	50	Classic grilled chicken	250	3	250/47
Large fries	450	22	Small fries	210	10	240/12
Large burger	630	39	Regular hamburger	260	10	370/29
Double large burger w/cheese	950	63	Regular hamburger	260	10	690/53
Chicken sandwich	700	43	Broiled chicken sandwich	267	8	433/35
Bacon cheeseburger	1,150	89	Regular hamburger	260	10	890/79
Spicy crispy chicken	560	27	Fajita chicken pita	280	9	280/18
Double bacon cheeseburger	1,030	63	BBQ chicken sandwich	310	6	720/57
Regular fries	370	20	Light baked potato	290	1	80/19
Original chicken breast	400	29	Chicken breast without skin	169	4	231/25
Potato wedges	280	13	Mashed potatoes and gravy	120	6	160/7
			Red beans and rice	130	3	150/10

A growing 11 to 18-year-old male's TOTAL daily calorie and fat intake should be about 2,500-3,000 calories and 80-100 g. of fat!

Activity 5: Reading Food Labels

6

Purposes:

- Youth will learn how to determine serving size.
- Youth will learn how to read a food label.
- Youth will learn how to make healthier snack choices.

Session One

Before the session:

1. Visit http://www.fns.usda.gov/tn/resources/index.htm and order a U.S. Department of Agriculture (USDA) *READ IT before you EAT IT!* poster. This will be used in Session Two.
2. Collect materials.

Materials

- 1 box of high-sugar cereal (one that is sugar coated)
- 1 liter of soda (not diet)
- 1 large bag of chips (more than 2 servings)
- 2 large bowls
- One 24-oz. cup
- Measuring cup for dry foods
- Measuring cup for liquids

What to do:

1. Set out a box of sugar cereal and a large bowl, a liter of soda and 24 oz. cup, and a large bag of chips and a large bowl. Ask for three youth volunteers to serve themselves from the choices. Do not explain what the activity is about. Simply ask them to take as much as they would normally.

2. Ask three new volunteers to measure out how much of each food was served. (Use measuring cups.)
   - Ask the group if they think what was served is equal to one serving size.
   - How do they know?
   - Ask the group where they can find information about serving sizes.

   Have three new volunteers check the label and read aloud what the actual serving size is for each food. Compare what was served to one serving according to the food label.
   - Were the servings more or less than what the label said is a serving size?

   Have youth figure out how many servings were actually served.

3. Ask the group how much sugar they think is in the serving of cereal and soda and how much fat is in the serving of chips. (Remind them that they can find this information on the food label.) Ask them if they think the information on the food label applies to what they served themselves. In other words, is what was served equal to what is considered a serving according to the foods food label?

4. Have three new volunteers look at the food label to find out how much fat or sugar is in one serving. Multiply this amount by the number of servings that were served to find out how much fat or sugar would have been consumed.

5. Review and discuss:
   - The importance of portion control and serving sizes. (Refer to *Food Guide Pyramid* handout in the Appendix for serving size information.) Sometimes we do not realize how much or what we are eating. It is especially important to think about serving size when it comes to snack foods because they are often high in sugar and fat. What we think might be a reasonable amount of a certain food may actually be an unhealthful portion loaded with sugar and fat.
   - Remind the youth that they can find out how much one serving is by reading the food label.
   - It is important to realize that all the information on the food label applies to ONE serving as listed on the food label.

6. Ask youth to bring food labels from the snack foods they eat to the next meeting.

Tip: Provide an incentive for youth to bring in labels (i.e. points, movie passes, CD's, sporting equipment).

6

Session Two

Materials:

- USDA *READ IT before you EAT IT!* poster

Before the session:

1. Make copies of *READ IT before you EAT IT!* (page 126) and *Ways To Tell If Your Snack Is a Healthy Choice* (page 127) handouts.
2. Collect four sample food labels of popular snack foods such as candy bars, an individually packaged muffin, and a fruit drink.
3. Remind youth to bring in labels from snack foods.

What to do:

1. Pass out copies of both handouts.

   TIP: Use the USDA *READ IT before you EAT IT!* poster (ordered before Session One) as a visual aid.

2. Choose one of the following activities:

   A. (For older youth) Using the *READ IT before you EAT IT!* handout, have youth look at the labels they brought in to see if they made good snack choices. Have the youth share with the large group what foods they ate and whether they made healthful choices. If their snacks were not the best choices, decide how they can be improved.

   B. (For younger youth) Using the labels youth brought in, determine *as a large group* if the snack foods are healthful choices.

   - Ask if the Daily Value for fat is close to 5%.
   - Does the food have close to 20% of the % DV for fiber?
   - Does the food have close to 20% of the % DV for vitamin A, vitamin C, calcium or iron?
   - Is sugar one of the first two ingredients on the ingredients list?

Have youth offer suggestions for better snack choices (e.g., fig bars, granola bar, a piece of fruit, a bagel, 100% real orange juice, 1% milk).

Remind the youth that there are no good or bad foods. All foods can fit into a healthy diet. Reading the food label helps you keep track of the foods you are eating and make more informed choices.

3. Have youth share whether or not they plan to read food labels. If so, what things will they definitely look for on the food label?

HANDOUT 6.7

READ IT *before you EAT IT!*

How many servings are you eating?

Calories in one serving
For two servings, double the calories. Pay attention to choose foods for a healthy weight.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250	Calories from Fat 110

	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	

Vitamin A	4%	• Vitamin C	2%
Calcium	20%	• Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

% Daily Value (DV)
Is the amount of a nutrient in one serving compared to dietary recommendations.

Get LESS
5% or less is low
20% or more is high

Get ENOUGH
5% or less is low
20% or more is high

What's the Best Choice for You?

Use the 5%-20% Guide to Daily Values to choose foods.

Ways To Tell If Your Snack Is a Healthy Choice

Is it low in fat?
Use the % Daily Value (DV) column. Recall that if a food has less than 5% of the % DV for a nutrient, it contributes a low amount, while foods with more than 20% of the % DV for a nutrient contribute a high amount. Choose most often snack foods that are lower in fat. Watch out for fried snack foods. Try baked instead. A bag of regular fried potato chips has 15% of the DV for fat and a bag of baked chips has 5% of the DV for fat.

Is it low in sugar?
Check the ingredients list. If sugar is one of the first two ingredients, the food is high in sugar. Other names for sugar that you might see on the ingredients list are: table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup. Soda and certain kinds of fruit juices are high in sugar. Choose to drink water or 100% fruit juices that have no added sugar.

Be sure to check the ingredients list!
The ingredients list tells you everything that's in your food. Ingredients are listed from the largest quantity to the smallest quantity by weight. Whatever ingredient your food has the most of will be first on the list, and so on.

Is it high in fiber?
Use the % DV column. Foods with 20% or more of the % DV contribute a large amount of fiber, while foods with 5% or less of the % DV contribute a small amount of fiber. Check the ingredients list to see if your food is made with whole-wheat flour or whole grains instead of wheat flour or bleached flour. Snack foods that are a good source of fiber are whole-wheat or cracked-wheat breads, oatmeal, popcorn, or brown rice.

Is it full of vitamins and minerals?
Use the % DV for vitamin A, vitamin C, calcium and iron. If the snack has 20% or more of the % DV it contributes a large amount of a nutrient, while foods with 5% or less of the % DV contribute a small amount.

Activity 6: My Snack Options

6

Purposes:

- Youth will identify the influences on their snack choices.
- Youth will survey the types of snack foods that are available.
- Youth will plan to make more healthful snack choices.

Session One

Before the session:

- Make copies of *What Are My Snack Options?* (pages 133 and 134).

What to do:

1. As a group, ask youth to share some of their usual snack habits.
   - What types of food do you eat for snacks?
   - At what times during the day?
   - Where do you usually get your food? (e.g., snacking on vending machine foods between classes, visiting fast food restaurants or corner stores on the way home from school, or snacking on what's available at home).

2. As a group, discuss some of the things that influence their snacking habits.
   - What is the first thing you think about when you want a snack?
   - What is of most importance to you when choosing snack foods? (e.g., cravings, taste, cost, convenience, availability, peer pressure, family, advertising, nutrition).

   Have each youth identify three things that frequently influence his snack choices. Find out if they think these influences help them to make healthful choices or lead them to make unhealthful choices.

3. Take a few minutes and discuss the types of snack foods that are available to youth at home, in school, and in their neighborhoods. Ask them if they feel they have a wide variety to choose from, including healthful foods.
   - What do you snack on at home?
   - On the way to/from school?
   - With friends?

4. Distribute the *What Are My Snack Options?* handout. Explain to the youth that they will be keeping track of the snack options they have at school, at home, and in their neighborhoods. Using the handout, they will record the available snack foods according to the appropriate food group. Have youth fill in an example for each location (school, at home, and their neighborhood).

   Tip: Take a few minutes to review examples of foods from each food group (See the Food Guide Pyramid in the Appendix).

5. Tell youth to bring their completed handouts to the next session.

Session Two

Before the session:

1. Make copies of the *Snack Tips* handout (pages 131 and 132).
2. Remind youth to bring in their completed handouts.

What to do:

1. As a large group, have youth share what they found.
   - What types of snacks were available to you?
   - What food group did most of the snack foods belong to?
   - Were fruits and vegetables available everywhere?
   - Would you consider the snack foods that were available healthful or not?

2. Ask youth if any foods were not available that they would like to have.
   - What food groups would these foods belong to?
   - Fruits?
   - Veggies?
   - Fats, oils, sweets?
3. Ask youth if, given the foods they have to choose from, they feel they usually make healthful or unhealthful snack choices. Why or why not? If not, what could they do to improve their snack choices? Have youth brainstorm ideas as a large group (e.g., plan snacks ahead of time and bring them from home; avoid candy bars and other high-sugar, high-fat snack foods; choose more fruits and vegetables).
4. Distribute and review the *Snack Tips* handout. Have youth come up with their own ideas for how they can make more healthful snack choices.

Follow-up Activities:

- Write a letter to the school principal to request more healthful snack options in school vending machines.
- Have youth prepare a snack from the *Snack Tips* handout.

Snack Tips

Use the Nutrition Facts label and the ingredients list to help you make smarter snack choices!

- Make sure your portion sizes are sensible. Read the Nutrition Facts label to determine the size of a serving.
- Make snack drinks count. Drink fat-free milk, 1% milk or 100% fruit or vegetable juice instead of soda or sugar-sweetened fruit drinks.

Choose more often juices that are made from 100% fruit juice and have no added sugar.

- Choose low-fat snack foods. Use the Nutrition Facts label to determine the amount of fat in a serving. Choose most often snacks that have a lower % DV for fat. Foods with 5% or less of the % DV for fat contribute a small amount, while foods that have more than 20% of the % DV for fat contribute a large amount.

Choose More Often:	Choose Less Often:
Cereal, bagels, whole-grain crackers, graham crackers, pretzels, low-fat cheese, nonfat yogurt, fruit, vegetables, fig bars, bread sticks	Doughnuts, sweet bread, butter crackers or saltines, chips, ice cream, cakes, cookies

- Avoid high-sugar foods. Look at the ingredients list to make sure that sugar is not one of the first two listed.

Watch out for all forms of sugar: table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup!

- Choose high-fiber snack foods including fresh, canned, or dried fruits and vegetables. Look for foods made with whole-grain or whole-wheat flour rather than refined, bleached, or white flour.

Choose More Often:	Choose Less Often:
Whole-wheat or corn tortillas, pretzels, multi-grain crackers and breads, whole-grain cereals, brown rice	Flour tortillas, saltine crackers, butter crackers, potato chips, white bread, sugar-sweetened cereal, white rice

HANDOUT 6.9

Try These Snacks

Grains

Flavored Popcorn
Spray air-popped popcorn with a nonstick spray and add one of these: chili powder, onion powder, garlic powder, Parmesan cheese, or cinnamon.

Quesadillas
Cut corn tortillas into six triangles. Top with green chiles and a little grated low-fat mozzarella cheese. Place in a 350° oven to crisp tortilla and melt cheese.

Fruits/Vegetables

Quick Pizza
Top an English muffin, bagel, or piece of pita bread with tomato sauce; fresh vegetables such as broccoli, corn, or zucchini; grated low-fat cheese; and seasonings. Place in a 350° oven to heat and melt cheese.

Frobana Crunch
Cut a banana into 4 pieces. Dip in fruit-flavored yogurt or peanut butter and roll in crushed graham crackers, and freeze.

Fruit Spritzer
1 can unsweetened frozen juice concentrate, club soda

Mix juice concentrate according to directions on the can. Substitute club soda for water.

Crispy Sweet Potato Wedges
Cut a sweet potato into wedges. Spray with cooking spray and bake at 450° until crispy on the outside and tender on the inside (about 25 minutes).

Meats, Beans, Nuts

Beans and Baked Tortilla Chips
Cover chips with ½ cup whole or refried beans and ¼ cup shredded cheddar cheese. Cook in microwave until cheese is melted. Top with fresh tomatoes and lettuce.

Snack Mix
5 cups bite-sized squares cereal, ¼ cup raisins ¼ cup peanuts, ¼ cup sunflower seeds

Combine all ingredients and store in plastic bags.

Milk

Fruit Shake
Your favorite fruit, chopped, ¼ cup chilled apple juice, 1 cup flavored low-fat yogurt

Blend chopped fruit, apple juice and yogurt until smooth.

1% low-fat chocolate milk

String cheese with whole-wheat crackers

Non-fat pudding with berries

Fats, Oils, and Sweets

Vanilla wafers
Rice and marshmallow bars

Beef jerky
Gelatin desserts

What Are My Snack Options?

Please list the foods you find to snack on today. Make sure to list the food in the food group column it belongs to.

Name: **Date:**

	Grains Group	*Vegetable Group*	*Fruit Group*	*Milk Group*	*Meat, Nuts, and Beans Group*	*Fats, Oils, Sweets*	*"Combo Foods"*
At School Example						*chips, soda, candy bar*	
In the cafeteria							
In the vending machine							
At the school store							
Other							
At Home Example	*crackers*	*carrots, celery*	*apple, banana*	*milk, yogurt*	*peanuts*	*cookies*	*turkey sandwich*
In the refrigerator							

continued

HANDOUT 6.10

	Grains Group	*Vegetable Group*	*Fruit Group*	*Milk Group*	*Meat, Nuts, and Beans Group*	*Fats, Oils, Sweets*	*"Combo Foods"*
In the freezer							
In the cabinets							
In Your Neighborhood Example	*bagel*					*soda, doughnut*	*cheese-burger, pizza*
At the corner store							
At a fast food place							
Other							

Please answer the following questions.

1. Which food group did most of the foods belong to? (Circle no more than 2)

   Bread Group | Vegetable Group | Fruit Group | Milk Group | Meat Group | Fats, Oils, Sweets | "Combo Foods"

2. Which foods would you consider healthful options?

3. Are there any foods that you would like to have available for snacks?

Activity 7: My Physical Activity Options

Purposes:

- Youth will assess their current physical activity patterns.
- Youth will set a goal of getting 60 minutes of physical activity each day.

Session One

Before the session:

- Make copies of *My Physical Activity Goals* (page 141) and *My Physical Activity Log* (page 142) handouts.

What to do:

1. Pass out copies of *My Physical Activity Goals* handout and review the instructions. List the activities you usually do in a week, including the intensity of the activity (easy, moderate, or hard), and how long you do the activity. Then add up number of minutes of physical activity you get each day.

2. In a large group, find out what types of activities youth did. What were their favorite activities?

   Remind youth that there are lots of ways to be physically active, including doing household chores.

   Option: Ask youth to stand up each time you name an activity they listed (e.g., stand up if you played basketball; walked or rode your bike to school; played during breaks and recess at school; played tennis; played football; mowed the lawn; took out the trash; vacuumed; washed your own or your family's car by hand).

3. Ask youth why they exercise. Do they enjoy it? Is it important to their health? Do they feel better when they exercise? Does someone force them to exercise? Find out what they think are the benefits of regular physical activity. Possible responses are:

Exercise may help:

- Keep your bones strong
- Keep your heart healthy
- Strengthen your muscles
- Increase your endurance and flexibility
- Make you feel better
- Reduce feelings of depression and anxiety.

4. Ask youth if they think they get enough physical activity every day, and if they know how much daily activity is recommended.

   Explain that 60 minutes of physical activity every day is recommended for young people to maintain good health. This includes moderate activity like playing basketball, soccer, swimming, or running; and physical activity as part of everyday life, such as doing household chores, walking to and from school, taking the stairs instead of the elevator. It doesn't matter when they do it—10 minutes here, 10 minutes there, or 60 minutes all at once—as long as they do it.

5. Explain to the youth that they are going to set goals to increase their physical activity and meet the 60-minute recommendation for daily activity.

   Explain that a goal:

   - Is something you plan to accomplish,
   - Is a challenge you set for yourself, and
   - Can be short-term or long-term.

   Review the three characteristics of a good goal:

   - CHALLENGING—more than you are doing now,
   - REALISTIC—something you know you can do, and
   - SPECIFIC—exactly what you plan to do.

Ask a youth volunteer to share what he did for physical activity on a day he spent less than 60 minutes doing it. As a group, come up with a sample goal to increase the amount of time spent on the activity. For example, if he already walks to and from school, the goal might be to add 20 minutes of walking after school for fun.

Possible ways to increase physical activity are to:

- trade inactive time for active time (instead of watching TV, ride a bike or play basketball);
- do more of what you are already doing (play longer);
- add new activities (walk to school or church instead of getting a ride).

6. Have youth consider how much physical activity they usually get during the week (especially the days they do not get a full 60 minutes of physical activity), and think about how they can increase their activity.

   Then, ask them to write down three goals of their own that will help them increase their daily physical activity.

> Encourage youth to include non-sports-related activity options as well, such as walking, riding their bikes, and doing household chores.

7. Explain that over the next week, they will work on meeting their physical activity goals by keeping track of all the physical activity they do, when they do it, and for how long. Review the example of how to complete the handout (*My Physical Activity Log*, example page 142) and answer any questions they have.

   Instruct youth to share what they plan to do with their parents. They must get a parent's signature on *My Physical Activity Goals* before completing their activities, and on *My Physical Activity Log* after completing their activities.

   Ask youth to bring their completed handouts to the next session.

> *Option:* Establish a points scale, and give points to youth who turn in completed handouts.

6

Session Two

Before the session:

- Make extra copies of *My Physical Activity Log* handout.

What to do:

1. Poll the group to find out how many youth met their goals. Was it difficult? What challenges did they run into? Ask for volunteers to share their plans and activities. Discuss if they noticed any benefits from getting 60 minutes of physical activity each day—did they have more energy? Feel more alert?

2. Ask youth to share some of the barriers they might face in trying to meet their physical activity goals. Ask those who did not meet their goals to share some of the reasons why they were unable to complete their plans. Possible responses are:

   - I didn't have enough time.
   - I don't like to exercise.
   - I don't like to get sweaty.
   - I don't want to mess up my hair.
   - I'm not good at sports.
   - I prefer other activities like watching TV, playing with computers, talking on the phone.
   - I don't care.
   - It's not safe.

   Write their reasons on a chalkboard or flip chart.

   Have youth brainstorm ways they can overcome some of the challenges and barriers to getting 60 minutes of physical activity each day. Use the chart below to guide your discussion.

Barriers/ Challenges	What To Do
I do not have enough time.	■ Walk or ride bike to and from school or church. During school, play basketball, jump rope, or tag at breaks and lunch time. ■ At home, help with household chores (wash the car, vacuum, garden), dance in your room, or jump rope in the garage. ■ On the weekends, go for a bike ride or a hike with a family member, go swimming, play tennis, play catch, go to the park, go to a gym, help out around the house.
I don't like to exercise. I don't want to get sweaty.	■ Be creative. Try walking instead of getting a ride, taking the stairs instead of the elevator, baby-sitting a younger sibling or relative, doing chores around the house, or dancing. These all count as exercise.
I'm not good at sports	■ Try new activities like Tae Bo, Karate, Capoeira, Akido, Yoga, Tai Chi. ■ Walk or ride bike to and from school or church. During school, play basketball, jump rope, or tag at breaks and lunch time. ■ At home, help with household chores (wash the car, vacuum, garden), dance in your room, or jump rope in the garage. ■ On the weekends, go for a bike ride or a hike with a family member, go swimming, play tennis, play catch, go to the park, go to a gym, help out around the house.
I prefer other activities such as watching TV, playing computers, talking on the phone.	■ Try new activities like Tae Bo, Karate, Capoiera, Akido, Yoga, Tai Chi. ■ Set limits on how much time you spend watching TV, playing video games, surfing the Internet, or talking on the phone. ■ Find other people to be active with. Join a school or community sports team or find a friend to be active with. ■ Walk or ride your bike to an arcade.
I don't care.	■ Think about all the benefits you get from being active: increased energy level: stronger muscles, bones, and heart; prevention of disease and weight control
It's not safe.	■ Get a parent or older sibling to be active with you.

Continue with setting goals for physical activity. Distribute copies of *My Physical Activity Log*, and have youth keep track of the activities they do during the week. Challenge them to meet the recommended 60 minutes of physical activity a day.

6

Follow-Up

Continue to collect activity logs and award points each week for completed logs. You can open each session by asking for volunteers to share their experiences with physical activities each week. Give youth an opportunity to voice their challenges and brainstorm solutions.

My Physical Activity Goals

How active are you? In the boxes below, write down the physical activity you usually do in a week.

Activity?	Intensity? (Easy, moderate, or hard)	Frequency and Time (number of minutes on each day)						
		MON	TUE	WED	THU	FRI	SAT	SUN
Basketball	*Hard*	*20*	*20*	*20*	*20*	*20*		
	Total Minutes							

Did you get at least 60 minutes of physical activity every day?
☐ Yes ☐ No

How can you be more active? Set three goals to increase your physical activity.

Examples:

Trade inactive time for active time. (I could ride my bike instead of watching TV after school on Mondays and Thursdays.)

Add new activities. (I could walk to church instead of getting a ride.)

Do more of what you are already doing. (I could play basketball for 30 minutes a day instead of 20 minutes Monday through Friday.)

My Physical Activity Goals:

I could _____ instead of _____

(when?) _____

I could _____ instead of _____

(when?) _____

I could _____ instead of _____

(when?) _____

My Physical Activity Log

Use the goals you set to help you meet your daily physical activity requirement. Keep track of what you do, when you do it, and for how long. Add up your minutes of physical activity each day to see if you get at least 60 minutes.

What I did on:			What I did on:		
What:	**When:**	**How Long:**	**What:**	**When:**	**How Long:**
How many minutes of activity did you get today?			How many minutes of activity did you get today?		
What I did on:			**What I did on:**		
What:	**When:**	**How Long:**	**What:**	**When:**	**How Long:**
How many minutes of activity did you get today?			How may minutes of activity did you get today?		
What I did on:			**What I did on:**		
What:	**When:**	**How Long:**	**What:**	**When:**	**How Long:**
How many minutes of activity did you get today?			How many minutes of activity did you get today?		
What I did on:					
What:	**When:**	**How Long:**			
How many minutes of activity did you get today?					

Did you get 60 minutes of activity every day? ☐ Yes ☐ No

Did you meet your physical activity goals? ☐ Yes ☐ No

Your Signature **Date**

Parent Signature **Date**

My Physical Activity Log

EXAMPLE

Use the goals you set to help you meet your daily physical activity requirement. Keep track of what you do, when you do it, and for how long. Add up your minutes of physical activity each day to see if you get at least 60 minutes.

What I did on: *Monday , April 23*		
What:	**When:**	**How Long:**
Walked to school	*Before school*	*10 minutes*
Played tag	*At lunch*	*15 minutes*
Played basketball	*After school*	*20 minutes*
How many minutes of activity did you get today?		*45 minutes*

What I did on: *Tuesday, April 24*		
What:	**When:**	**How Long:**
Walked to school	*Before school*	*10 minutes*
Walked home	*After school*	*10 minutes*
How many minutes of activity did you get today?		*20 minutes*

What I did on: *Wednesday, April 25*		
What:	**When:**	**How Long:**
Walked to school	*Before school*	*10 minutes*
Played basketball	*At lunch*	*20 minutes*
Walked home	*After school*	*10 minutes*
How many minutes of activity did you get today?		*40 minutes*

What I did on: *Thursday, April 26*		
What:	**When:**	**How Long:**
Walked to school	*Before school*	*10 minutes*
Played soccer	*After school*	*60 minutes*
How many minutes of activity did you get today?		*70 minutes*

What I did on: *Friday, April 27*		
What:	**When:**	**How Long:**
Walked to school	*Before school*	*10 minutes*
Jumped rope	*At lunch*	*15 minutes*
Rode bike	*After school*	*30 minutes*
How many minutes of activity did you get today?		*55 minutes*

What I did on: *Saturday, April 28*		
What:	**When:**	**How Long:**
Walked to/from pool	*Morning*	*20 minutes*
Swam	*Morning*	*60 minutes*
How may minutes of activity did you get today?		*80 minutes*

What I did on: *Sunday, April 29*		
What:	**When:**	**How Long:**
Walked to/from church	*Morning*	*10 minutes*
Washed car, mowed lawn, vacuumed	*Afternoon*	*80 minutes*
How many minutes of activity did you get today?		*90 minutes*

SAMPLE

Did you get 60 minutes of activity every day? ☐ Yes ☐ No

Did you meet your physical activity goals? ☐ Yes ☐ No

Your Signature **Date**

Parent Signature **Date**

Activity 8: What Are You Really Paying For?

6

Purposes:

- Youth will learn about the different strategies food companies use to get them to purchase products.
- Youth will be able to assess how much money they spend on convenience food.
- Youth will be able to describe ways to reduce their convenience food purchases.

Session One

Before the session:

- Review *How Much Do You Spend on Food Each Week?* handout (pages 150 and 151).

What to do:

1. As a group, discuss some of the things that influence snacking habits.
   - What is the first thing you think about when you want a snack?
   - What is most important to you when choosing snack foods? (e.g., cravings, taste, cost, convenience, availability, peer pressure, family, advertising, nutrition).
2. Name a popular food or drink slogan and see if the youth recognize the product associated with it.
3. Ask the youth how much of an effect food advertisements have on them.
4. Ask youth to give examples of the strategies food companies use to get people to buy their product. Some strategies include:
   - *Ad Campaigns/Merchandising*—These feature popular music, funny slogans, bright colors, and celebrities. Advertising techniques lead you to think you can be like the person in the ad and suggest that everyone is eating/drinking their product.
   - *Packaging*—Attractive, bright colors

- *Location*—Vending machines in schools, fast food places near schools, cafeteria contracts with fast food restaurants
- *Gimmicks*—Premiums, sweepstakes, clubs
- *Claims*—Misleading statements about what their product can do for you.

How do these strategies affect them? Which ones affect their purchases the most?

5. Ask youth to guess what they think the average youth spends on convenience food purchases each week. Explain that they can see how much they spend on snacks in one week by keeping a record of these purchases and how much they cost. Distribute the *How Much Do You Spend on Food Each Week?* handout and explain how to complete it.

6. Tell youth to bring completed handouts to the next session.

   Option: Establish a points scale. Youth who turn in completed handouts earn points.

Session Two

Before the session:

1. Make copies and review *What Are You Really Paying For?* handout (pages 148 and 149).
2. Remind youth to bring in their completed *How Much Do You Spend on Food Each Week?* handout.

What to do:

1. Have youth tell a partner or a small group what he spent on food in one week. Calculate the total and average the amount the entire group spent.
2. Discuss the following questions:
   - What influenced your purchases (ad campaigns, merchandising, taste, price, convenience, peers)?
   - On average, what types of food did you buy? Was the food high-fat, high-sugar, or was it nutritious?
   - When do you buy your food (before school, during, after)?

- Where do you purchase most of your food (vending machines, fast food restaurants, liquor stores)?

3. Ask youth if they feel their food purchases were worth the amount of money they spent.
   - Are you getting the best value for your money in terms of value, quality, and nutrition?
   - Are the foods you are eating meeting your nutritional needs?
   - Who really benefits from your purchases—the company or you?
4. Distribute copies of *What Are You Really Paying For?* Ask youth if they feel they get their money's worth. Discuss what they think the consumer pays for when he buys convenience food products (advertising campaigns, packaging, merchandising, location, gimmicks, taste, quality, nutrition, convenience). Explain that all of the strategies that they learned about in the last session are added into the cost of the products.
5. Review the sections "Who Pays The Price"? and "Are You Getting the Most for Your $?".
6. Ask youth how they would benefit by buying fewer convenience food items.
   - How much money could you save each week, month, year if you spent less on convenience food?
   - What would you do with the money you saved? (Refer to "*What You Could Be Saving*" on the *What Are You Really Paying For?* handout.)
   - Do you think your health would benefit? If so, how?
7. Have youth discuss how they can save money on their food purchases. (Refer to "What You Could Be Saving" *on What Are You Really Paying For?* handout.)

Additional Discussion Topics

1. Ask youth how they feel about food and soda companies advertising unhealthful foods to young people. Should the companies take responsibility for the health problems (type II diabetes, heart disease) experienced by people who consume a lot of their unhealthful foods? Is this different from tobacco companies taking responsibilities for lung cancer? Why or why not?
2. Ask youth how they feel about convenience food companies advertising in schools such as on scoreboards, in buses, or in text books and other materials.

Extension Activity

Have youth watch their favorite television shows and count how many times they see advertisements for fast food and/or snack foods (including soda)—not only during ad breaks, but also within the shows.

HANDOUT 6.13

What Are You Really Paying For?

When you eat at the local fast food restaurant or buy chips, candy, or soda from the corner convenience store, do you ever stop to think about what you are really paying for?

Did you know?
Food companies spend billions of dollars each year in advertising, marketing, and promotional costs that target young people. A major cola company spends about $154 million each year; a large candy company spends about $67 million, one potato chips producer spends about $56 million; and a beverage company spends about $19 million in advertising costs. The fact that their ads have popular music, flashy special effects, catchy slogans, and celebrities is no coincidence. Food companies do research on what types of images will attract young people and convince you to buy their products. After all, young people have money to spend!

Teen Spending...
Experts estimate that the average youth spends over $2,000 each year on food. *Center for Science in the Public Interest, 1995.*

Ways food companies get you to buy their products:

- They use flashy packaging.
- Their products are sold where you are: at the mall, or near or in your schools.
- They offer appealing prizes and gifts.
- They lead you to think you can be like the people in their ads.
- They suggest that everyone is eating or drinking their products.
- They appeal to your senses by using pictures or sound.

Who Pays the Price?

When you buy a burger at the mall or around the corner from your school you aren't just paying for the beef, bun, and special sauce. You also pay for part of the high rent fast food places pay to be in a prime location where you hang out. And you're paying for the flashy ad that you see on TV featuring your favorite basketball star enjoying a burger. It's not cheap for companies to buy commercial time during peak hours when young people watch TV, and we all know that star athletes do not work for free.

What You Pay When You Eat Out	*What You Pay If You Make It Yourself*
$2.29 for a burger with cheese	$1.06 for hamburger and ingredients
$1.65 for a large fries	$ .48 for store brand frozen fries
$3.94	$1.54

That's a difference of $2.40!

Are you getting the most for your $?

Fast foods and snack foods are often loaded with fat, sugar, salt, dyes, preservatives, artificial flavors, and other additives. Eating a lot of these foods may put you at risk for developing diseases like diabetes and heart disease. **Yes, YOU!**

Compare and Decide

Food	*Calories*	*Fat*	*Replacement Food*	*Calories Saved*	*Fat Saved*
Fruit Pie	470	22g	Bagel	195	21g
Chocolate Candy Bar	292	15g	Rice and Marshmallow Bar	192	13g
Small Bag Potato Chips	152	10g	Pretzels	42	9g

Planning and making your own meals and snacks can save you money and improve your nutrition. But even if you eat on the run, there are cheaper and more healthful foods to buy.

What You Could Be Saving

Do you ever think about how much money you could save if you ate less convenience food?

What You Spend	*Money You Could Save In a Year*	*What You Could Buy with the Money You Save*
If you bought a 59¢ candy bar on the way home from school every day...	$144	17 regular priced movie tickets or 26 matinee-priced movie tickets
If you bought a $1.00 soda every day...	$365	26 CDs (at $14/CD) or 37 tapes (at $10/tape)
If you bought a $3.59 burger and fries meal 3 times a week...	$517	7 new pairs of athletic shoes (average cost of a pair estimated at $75)

HANDOUT 6.14

How Much Do You Spend on Food Each Week?

Keep track of the food you buy. Make sure to list the type of food (including brand name), how much it costs, where and when you bought it. Use the following key:

BS = Before school DS = During school AS = After school

Foods Purchased	Cost	Where	When
Example: Soda	*$1.00*	*Vending Machine*	*AS*
Day 1:			
	$		
	$		
	$		
	$		
Day 2:			
	$		
	$		
	$		
	$		
Day 3:			
	$		
	$		
	$		
	$		
Day 4:			
	$		
	$		
	$		
	$		
Day 5:			
	$		
	$		
	$		
	$		

Foods Purchased	Cost	Where	When
Day 6:			
	$		
	$		
	$		
	$		
Day 7:			
	$		
	$		
	$		
	$		
Total $ Spent:	$		

Answer the following questions about your food purchases.

1. What influenced your food purchases? (Taste, price, convenience, commercials, ads, peers)
2. Where did you spend most of your money?
3. When did you make most of your purchases? (Before school, during school, after school)
4. How would you describe the food you bought the most? (Check one)
   ☐ Good for you ☐ High fat ☐ High sugar

Activity 9: Making the Grade

Purposes:

- Youth will recognize the relationship between good nutrition, regular physical activity, and academic performance.
- Youth will learn ideas for balanced breakfasts and snacks.
- Youth will learn ideas for getting more physical activity.

Materials:

- Healthy breakfast or snack (for all participants)

Before the session:

1. Plan and prepare a healthy breakfast or snack.
2. Make copies of *Making the Grade* handout (pages 153-155).
3. Choose five exercises that youth can do while seated or standing at a desk. (See *Making the Grade* handout or "Games for Small Places" in Chapter 4.)

What to do:

1. Set aside time during your program to serve a healthful, quick, and easy breakfast or snack.
2. Throughout the session, demonstrate exercises that youth can do between classes or while seated at a desk.
3. Distribute the *Making the Grade* handout. Review why proper nutrition and regular physical activity play an important role in academic performance.
4. At the end of the session, find out if the youth felt they were able to pay attention, and stay alert and focused during the session. Get feedback on the breakfast or snack served and the exercises.
   - Would you consider making the snack or breakfast at home on your own?
   - Do you eat breakfast every morning?
   - Do you pack healthy snacks to take to school or for a long test?
   - Would you try these exercises during class or on a break?

Making the Grade

Did you know that there are a lot of things you can do to be more successful in learning? Have you ever noticed that when you haven't eaten you get headaches or stomach aches and feel tired and dizzy? These symptoms are annoying, and they can also make it harder for you to learn. What and how often you eat affects your concentration, problem solving skills, memory, and ability to take tests. Eating balanced meals throughout the day (every 3 to 4 hours) gives your body the energy it needs to grow, stay awake, and be alert.

Follow these guidelines to be at the head of your class.

Break the Fast

After a full night of sleep, your body's reserve of energy is low. Before you leave for school in the morning, take a minute to fuel up. Start your day off right with a balanced breakfast that includes some carbohydrates, protein, and fat.

Quick and easy portable breakfast ideas:

- Whole-wheat toast with peanut butter and a box of juice.
- Box of cereal and a yogurt.
- Low-fat granola bar and a piece of fruit.
- Grilled cheese sandwich.
- Leftover pizza from the night before.
- A fruit smoothie or an instant breakfast shake made with 1% or fat-free milk in a thermal jug.

HANDOUT 6.15

Choose Healthy Snacks

Snacking throughout the day is a great way to satisfy hunger pains and keep you fueled and ready to learn. But not just any snack will do. Eating snacks that are high in fat or sugar might give you a temporary boost of energy, but in the long run, they will slow you down. Stick to snacks that contain complex carbohydrates such as bagels and rice cakes, and foods that contain protein such as low-fat yogurt or fat-free milk. Plan your snacks ahead of time to avoid being tempted by unhealthful vending machine and snack-line foods!

Choose from the following snacks:	*Limit these high sugar and/or high fat snacks:*
Fresh or dried fruit or fresh vegetables	Fruit drinks with added sugar
100% fruit juice	Sodas
Low-fat yogurt or pudding	Candy bars
Graham crackers, fig bars, gingersnaps, vanilla wafers, animal crackers	Cookies
Whole-grain crackers with string cheese	Chips
Rice cakes, pretzels, unsalted nuts, bagels	

Keep Moving

Exercise can help you think and concentrate better, and give you energy. Getting your blood pumping with regular activity sends oxygen to all of your muscles and your brain.

Increase your daily physical activity by:

- Walking or riding your bike to school
- Taking the stairs in between classes
- Playing a game of tag or shooting hoops during lunch.

Try these exercises while seated at your desk:

- *Leg extensions:* Sit on a chair with your feet on the floor. Flex one foot and slowly straighten the leg, wait, then lower. Repeat 20 times on each side.
- *Straight-leg lifts:* Sit on a chair with your feet on the floor. Flex one foot, straighten, then lift the entire leg off the chair. Hold for 20 seconds, then lower. Repeat 3 times with each leg.
- *Writing the alphabet:* Sit at your desk, lift and rotate one foot to "write" each letter of the alphabet. Switch feet.
- *Heel lifts:* Sit at your desk. Press down on the toes of one foot as you lift your heel. Hold for a few seconds, then lower. Repeat 10 times with each foot.
- *Desk press:* While sitting, place hands (palms down) on your desk. Press down as hard as you can for 10 seconds. Rest, then repeat 7 times.
- *Chest press:* While sitting at your desk, put palms together and press together as hard as you can for 10 seconds. Rest, then repeat 7 times.
- *Reverse desk press:* While sitting, place hands under the desk, with palms facing upward. Push as hard as you can for 10 seconds. Rest, then repeat 7 times.
- *Desk dips:* Face away from desk, hands grasping the edge of the desk with feet slightly forward. Lower your body until your knees are slightly bent. Do 8 desk dips.

Don't Forget to "Get Your ZZZs"

Young people need up to 9 hours of sleep a night!

Activity 10: Facilitating a Youth Discussion on Nutrition and Physical Activity Topics

6

Whether they see it on TV, hear about it from their peers, or read about it on the Internet, young people are exposed to information on a variety of health topics, including nutrition and physical activity. With access to all this information, useful, misleading, or false, it is natural for young people to form their own opinions and beliefs about nutrition and physical activity issues.

In the African-American community, oral communication is a common form of interaction, represented in such traditions as jiving, playing the dozens, and boasting and toasting. Allowing your youth to have open dialogue and exchange around important health issues is a great way for them to voice their opinions and share information. However, be prepared to be challenged during discussions, since argument and rebuttals are necessary in order to understand and accept important messages.

Take 10 to 15 minutes at the open or close of your program sessions to discuss a nutrition or physical activity topic with your youth participants.

Before the session:

1. Pick a discussion topic and review the background information and *Just the Facts* sheet to become familiar with the topic and be prepared to respond to questions or challenges.
2. Review the prompter questions and tailor them to your youth.
3. Make an overhead slide and/or copies of the *Just the Facts* sheet.
4. Make or obtain copies of any additional resource materials you plan to distribute.

What To Do:

1. Announce the discussion topic. Ask everyone whether they agree or disagree with the statement and why. Use the discussion prompter questions to inspire conversation and address related issues.
2. After everyone has had a chance to agree or disagree, and voice their opinions, share the *Just the Facts* information with the youth (use as an overhead or a handout). Discuss each fact and address any questions.
3. Find out if anyone has changed his or her opinion after hearing the facts.
4. Distribute any related resources.

Discussion Topics:

A. I am too young to worry about what I eat or how much I exercise.

B. I don't need to pay attention to how many fruits and vegetables I eat every day.

C. It's ok for me to drink soda whenever I am thirsty.

D. I can eat fast food every day.

E. Skipping breakfast and meals won't affect my health.

F. I can improve my athletic performance by taking supplements.

6

A. I am too young to worry about what I eat or how much I exercise.

Discussion Prompters

- Do you think it is important for young people to pay attention to what they eat and how much physical activity they get?
- Can your eating and physical activity behaviors affect your health today? In the future?
- Can you eat whatever you want and still be healthy? Can you not exercise and still be healthy?
- What do you think happens to your body when you eat lots of fat and sugar? What do you think happens to your body when you don't exercise?

Background Information

Good eating and sound physical activity behaviors are extremely important at any age, but especially for young people. Young people often have trouble relating their current behaviors to consequences in the future, but poor nutrition and too little physical activity can have a bad effect on their health and well-being now. Clogged arteries and elevated blood cholesterol and blood sugar levels are a reality for many adolescents today, and we continue to see a rise in the number of new cases of Type II diabetes and heart disease. Adolescents who eat poorly and are not physically active also face everyday consequences such as fatigue, low energy, weight gain or weight loss, decreased attention span, difficulty in concentrating, poor performance in school, and frequent illnesses.

Young people need to realize that the habits they establish during adolescence will most likely become the habits they practice in adulthood. A lifetime of unhealthful habits can lead to the development of many serious diseases. Eating plenty of fruits and vegetables, drinking enough water, limiting fat intake, and staying physically active are all things they should be practicing to ensure their health now and in the future.

Additional Handouts/Resources:

- Food Guide Pyramid (Appendix)
- *Take Charge of Your Health! A Teenager's Guide to Better Health*, Weight-control Information Network, 1999. To order call 800-946-8098, or visit http://www.niddk.nih.gov/health/nutrit/pubs/winteen/index.htm
- Blood Cholesterol Models, Nasco Nutrition Aids. To order through the specialty catalog, call 800-558-9595, or visit http://www.enasco.com
- *CHOW! A Nutrition Curriculum for Grades 7-12*. Center for Science in the Public Interest. To order call 202-332-9110, ext. 393.

HANDOUT 6.16

Just the Facts

Diet and Physical Activity

- Poor diet is a known risk factor for the three leading causes of death—heart disease, some types of cancers, and stroke—as well as for diabetes and high blood pressure.
- Poor diet and lack of physical activity account for 300,000 deaths in the U.S. each year. Only tobacco use contributes to more deaths.
- Researchers estimate that better eating habits could prevent as many as 35% of cancer deaths.
- Hardening of the arteries is an early sign of heart disease that begins in childhood and adolescence with increased blood cholesterol levels caused by poor diet.
- As many as 30,000 young people have Type II diabetes caused by poor eating and physical inactivity. The long-term effects of Type II diabetes can include kidney failure, blindness, and amputation of toes or legs.
- 64% of youth ages 6-17 eat too much total fat. Poor eating habits (high-fat, high-sugar foods) and not being active enough can put you at risk for becoming overweight/obese.
- 14% of adolescents ages 12-19 years are overweight. If you are overweight or obese as a child or adolescent, you are more likely to become overweight or obese as an adult. This puts you at an increased risk for developing heart disease, diabetes, some types of cancers, and other serious health conditions.
- Studies of young people have found that watching too much television is directly related to being overweight.
- Healthful eating and physical activity can improve your ability to learn, give you more energy, and prevent you from getting sick.

B. I don't need to pay attention to how many fruits and vegetables I eat every day.

Discussion Prompters

- Is it important to eat fruits and vegetables?
- How do fruits and vegetables help your body?
- How many fruits and vegetables should you eat every day?
- What happens to you when you do not eat enough fruits and vegetables?
- Can you take a multi-vitamin instead of eating fruits and vegetables?
- If you take a multi-vitamin, are you getting everything you need to be healthy? How do you know?

Background Information

We have known for a long time that fruits and vegetables are important for maintaining good health. Today, scientists are learning new things about the importance of fruits and vegetables and the major role they play in preventing disease. Fruits and vegetables contain vitamins and minerals which keep our hearts, nerves, and muscles working, our bones and immune system strong, our eyes, skin, and hair healthy, and our digestive system functioning. In addition, they contain fiber and other substances known as phytochemicals. Eating enough fiber not only keeps your digestive system running smoothly but can also lower your risk of developing heart disease and certain types of cancers. Phytochemicals, which are only found in whole fruits and vegetables, can also protect our bodies from disease.

It is recommended that young people eat at least five servings of fruits and vegetables a day. Today, fewer than 15% of school children eat the recommended servings of fruit and fewer than 20% eat the recommended servings of vegetables. It is important for adolescents to understand that by meeting their daily fruit and vegetable requirements they are taking an important step towards disease prevention, and that by not following recommendations they are actually putting themselves at an increased risk for developing disease.

Ways to increase fruit and vegetable consumption:

- Drink 100% fruit juice, low-sodium vegetable juices.
- Top your morning cereal or evening dessert with fresh berries, bananas, peaches, or raisins.
- Add fruit to yogurt, pancakes, and waffles.
- Add fresh vegetables such as zucchini, broccoli, red peppers, and mushrooms to soups and pasta.
- Make a fresh fruit smoothie.

Additional Handouts/Resources

- Time to Take Five a Day, National Institutes of Health, NIH (To order call 1-800-4CANCER).
- Discover the Secret 5 a Day for Better Health!, Cancer Prevention and Nutrition Section, California Department of Health Services (To order call 1-888-EAT-FIVE or eatfive@kp.corp.com).
- Eat Smart. Play Hard. Brochures (To order visit www.fns.usda.gov/eatsmartplayhard/).

Just the Facts

Fruits and Vegetables

- Fruits and vegetables contain vitamins and minerals that are important for healthy growth and development.
- Fruits and vegetables contain phytochemicals and fiber that a multivitamin does not. These substances can help prevent you from developing some types of cancers and other diseases.
- Fruits and vegetables are low in fat. When you follow a low-fat diet, you can decrease your risk of developing diseases.
- Fruits and vegetables are high in fiber. A diet high in fiber can protect you from developing certain types of cancers.
- When you do not eat enough whole fruits and vegetables, you can increase your risk of developing certain diseases.
- A minimum of 5 servings of fruits and vegetables every day is recommended for good health.

Try these tips to eat more fruits and vegetables:

- Drink 100% fruit juice and vegetable juices.
- Add fresh berries, bananas, peaches, or raisins to your cereal in the morning.
- Add fruit to yogurt, pancakes, and waffles.
- Snack on carrot or celery sticks.
- Make a fresh fruit smoothie.
- Try dried fruit.

6

C. It's ok for me to drink soda whenever I am thirsty.

Discussion Prompters

- Should you worry about how much soda you drink?
- How much soda is too much?
- Is soda bad for you?
- What is soda made from? What nutrients do you get from soda?
- What can happen to you if you drink too much soda?
- What can you drink instead of soda?

Background Information

Young people should be concerned with how much soda they are drinking. Sodas are loaded with sugar and calories, as well as caffeine and other food additives. Sodas have been linked to the rise in obesity rates among young people. A recent study found that drinking one extra soda a day gave children a 60% greater chance of becoming obese.* Sodas provide no vitamins or minerals and can put young people at risk of developing nutrient deficiencies, tooth decay, and weight gain. Teenage males are especially heavy consumers of soda, with over a third of them drinking more than three sodas a day. According to government and other studies, soft drinks are currently the leading source of added sugars in the daily diet of young Americans. Adolescent men average 58 grams of sugar per day from soda. This adds up to about 232 calories or about 10% of their total daily calories.

Soda is readily available at school, at home, at church, and in the community. Manufacturers target young people by establishing contracts with schools to place vending machines in hallways and advertisements on school buses and scoreboards. They also spend billions of dollars on television advertisements, especially during peak times when young people are watching. Statistics show that they get their money's worth as consumption by young people has doubled or tripled. Soda companies are getting rich from addiction to a product that has little nutritional value and can actually be detrimental to health.

* "Relationship between consumption of sugar sweetened drinks and childhood obesity: a prospective, observational analysis." David S Ludwig, et al. The Lancet, 357:505-508. 2001.

Additional Handouts/Resources:

- *Do You Know What Is In Your Soda?* (Activity 2, "The Low-Down on Sugar," page 114)
- *Liquid Candy*, Center for Science in the Public Interest, 1999. To order call 202-332-9110 or visit www.cspinet.org/sodapop/liquid_candy.htm.

HANDOUT 6.18

Just the Facts

Drinking Sodas

- A 12-ounce can of cola contains about 10 teaspoons of sugar and is loaded with empty calories and additives.
- Young people who drink sugary drinks may be at a greater risk of becoming obese. The increase in obesity rates of young people has been partly blamed on the increase in soda consumption.
- Drinking lots of soda in place of milk can decrease your calcium intake and put you at a greater risk for breaking a bone.
- Consuming soft drinks regularly promotes tooth decay because your teeth are bathed in sugar-water.
- Contrary to popular myth, drinking soda that contains yellow dye will not decrease your sperm count. However, most sodas do contain caffeine, an addictive stimulant that can cause nervousness, irritability, sleeplessness, and rapid heart beat.
- The average medium soft drink at a fast food restaurant sells for about $1.29 and contains roughly $.09 worth of syrup.
- Water, nonfat or 1% low-fat milk, 100% fruit juice with no added sugar, and unsweetened teas are healthier choices.

D. Skipping breakfast and meals won't affect my health.

Discussion Prompters

- What is the most important meal of the day?
- Where does your body get the fuel to perform everyday tasks?
- What happens to your body when you skip meals? How do you feel when you have not eaten?
- Are you able to take tests or play sports when you are hungry?

Background Information

Young people need to eat regularly (every 3 to 4 hours) to provide enough energy for their daily activities as well as to support all the growth and development that takes place during adolescence. When they skip meals they not only compromise their health but also lessen their ability to perform both physically and mentally. Failing to eat breakfast in the morning or a balanced lunch at school can affect test scores, grades, and performance during after-school activities.

It is especially important to eat a well-balanced breakfast in the morning after a full night's sleep. While you sleep, the body is digesting foods, growing taller, building muscles, and repairing cells. When you wake up, you need to replace the energy used during this body-building time. If you don't replenish the fuel in your body, your brain loses energy, making it hard for you to concentrate. You may even become sleepy and get headaches.

Additional Handouts

- *Making the Grade* (Activity 9, "Making the Grade," pages 153-155)

HANDOUT 6.19

Just the Facts

Skipping Breakfast and Meals

- What you eat every day is related to your physical health, growth and development, your ability to learn, and your chance of getting a disease.
- Not eating healthful foods can affect how much you grow, how your brain develops, and how well you perform in school.
- Not eating healthful foods makes you more likely to catch colds.
- Not eating healthful foods can affect how you learn and how well you succeed in school.
- Not eating healthful foods can make you irritable and moody.
- Not eating healthful foods can make your hair dull and dry, your nails brittle, and your skin pale and flaky.
- Skipping breakfast and meals can give you headaches and stomach aches.
- Skipping meals can stunt your growth, make you tired all the time, increase your risk of getting sick, decrease your bone mass, and increase your risk for breaking bones.
- Skipping breakfast can make it difficult for you to solve problems at school.
- Eating breakfast before school can increase your attention span and improve your test scores and your performance in school.
- The bad eating habits you develop while you are young will probably lead to bad eating habits as an adult.

E. I can improve my athletic performance by taking supplements.

Discussion Prompters

- Do athletes need more nutrients to perform?
- What does your body use as fuel?
- How does your body gain muscle?
- Can you get more energy from supplements than from food?
- Name some popular supplements.
- Do you take dietary supplements? Do they work? Are they worth the money?
- Are there any risks associated with taking these supplements?

Background Information

The key to succeeding in athletics is hard work, dedication, and consistency. The best thing young athletes can do to improve their performance is follow a proper training regimen, eat a healthful and balanced diet, get enough fluids and plenty of rest. Despite popular belief, athletes do not need to consume excessive amounts of protein or other dietary supplements to improve their performance. It is true that to compensate for increased energy needs and increased muscle building and breakdown, young athletes need to consume additional calories and fluids. However, these additional needs can easily be met by increasing food portions at meals and incorporating snacks during the day.

It is not uncommon for young athletes to believe they can take a supplement to improve their performance. However, no supplement on the market today can make up for poor eating and activity habits, or a lack of discipline or talent. Although many supplements sold today make claims to improve athletic performance, they have not been proven to be effective. Taking large doses of vitamins or other types of nutritional supplements can actually be dangerous. Little is known about the possible long-term side effects of taking supplements. Before you spend a lot of money and possibly put your health at risk, it is important to research what you might stand to gain or lose from taking a supplement.

Nutrition Do's for Young Athletes

1. Follow a balanced diet of carbohydrate, protein, and fat. Use the Food Guide Pyramid (see Appendix) to guide choices.
2. Eat enough calories. Many athletes emphasize protein intake over caloric intake when trying to build bulk. Athletes who are having trouble gaining weight are usually not consuming enough calories.
3. Take time to eat before and after workouts to provide energy that is burned during workouts and replace depleted muscle glycogen stores. Athletes can maximize muscle glycogen storage by eating high-carbohydrate, moderate-protein snacks right after each workout. Good snack choices include bagels, fruit, peanuts, sunflower seeds, or a cup of milk or orange juice. (See *The Competitive Edge* handout in the Appendix, pages 201-203, for additional recommendations.)
4. Drink enough fluid before, during, and after workouts. Athletes lose concentration, coordination, and endurance when they are dehydrated. (See *The Competitive Edge* handout on pages 201-203 for additional recommendations.)

Nutrition Don'ts for Young Athletes

1. Don't skip meals. Your body relies on fuel from foods to perform.
2. Don't overload on protein. Although some protein is necessary for muscle growth and development, eating enough carbohydrate is the key factor in increasing muscle mass and replenishing muscle glycogen stores.
3. Don't waste money on nutrition supplements that make outrageous and unsupported claims.

   Consider that:

   - Supplements are not required to be tested for safety or effectiveness to be sold in the United States.
   - When you buy a supplement like amino acids, herbs, or a food-related supplement, you can never be sure about the amount of active ingredient that the supplement actually contains.
   - Foods can provide all your basic nutrient needs to fuel performance. Good nutrition, proper fluid replacement, adequate training, and rest are the most important factors in improving performance.

Glossary

Carbohydrate: Includes starches (breads, pasta, rice, and beans) and sugars (fruits and foods made with added sugar) that are absorbed for energy. Once digested, carbohydrates are broken down into glucose, which is stored in cells as the body's main energy source.

Protein: A nutrient made of amino acids and used by the body for tissue growth and repair. Protein is not a significant energy source for the body during rest or exercise. Protein is found in both animal (meat, fish dairy, eggs, and poultry) and plant foods (beans, grains, and nuts).

Glycogen: The stored form of carbohydrate that provides energy to muscles.

Additional Handouts/Resources

- *The Competitive Edge* (Appendix, pages 201-203)
- *Sports Nutrition: Eat to Fuel Performance Kit*, Iowa Beef Industry Council. To order call 515-296-2305 or visit www.iabeef.org/.
- *Power Up from the Inside Out*, National Dairy Council. To order call 800-426-8271 or visit www.nationaldairycouncil.org.

HANDOUT 6.20

Just the Facts

Dietary Supplements

- You can get all the nutrients you need to perform well in sports from foods. Pills that contain vitamins, minerals, and herbs do not contain calories and do not provide energy for the body.
- Eating extra protein or taking amino acid supplements will not make your muscles bigger or make you stronger. Your protein needs can easily be met by eating balanced meals and snacks. Extra protein your body does not need or use is stored as fat, not as muscle!
- Eating extra protein can actually make you dehydrated because your body has to use more water to get rid of the waste products of protein breakdown. When you become dehydrated you lose concentration, coordination, and endurance.
- Your muscles use energy supplied by carbohydrates (breads, grains, fruits) more efficiently than protein. Although your body uses protein for muscle growth and repair, eating enough carbohydrates is more important than protein to provide energy for strength and growth and to increase muscle mass and replenish muscle glycogen stores.

The best way for athletes to increase muscle size and strength is by:

- Getting proper training and rest,
- Following a good diet that includes regular meals and snacks before and after training, and
- Staying hydrated.

Don't waste your money on expensive supplements.
You can get everything you need from foods.

You can maximize your muscle glycogen storage by eating high-carbohydrate, medium-protein snacks right after each workout. Try these foods after exercising:

- 16 oz. orange juice
- 1 carton of yogurt
- A large apple or banana
- ½ cup dried fruit
- ½ cup peanuts
- ½ cup sunflower seeds
- 1 slice of bread or bagel
- 1 cup dry cereal

Make sure to drink enough fluid during the day to stay hydrated.

- Have a glass of orange juice with breakfast.
- Make sure to pour enough milk on your cereal.
- Take a 32 oz. water bottle with you to school every day and drink the whole thing!
- For dessert try a fruit smoothie made with a cup of your favorite 100% fruit juice.
- Have a cup of hot chocolate milk while studying.

Your body can't tell the difference between protein from expensive supplements and protein in foods. Amino acid supplements usually contain only 200-500 mg. of amino acids per capsule. By contrast, 1 oz. of beef, chicken, or fish has 8 grams of protein and 7,000 mg. of amino acids!

The following foods are also good sources of protein:

Food	*Protein (Grams)*
1 cup nonfat milk	8
1 cup nonfat yogurt	8
1 egg	7
½ cup beans, cooked	6
½ cup roasted peanuts	18
3 Tbsps. nonfat milk powder	11 (can add to other beverages)

HANDOUT 6.20

Before you spend a lot of money and possibly put your health at risk, do research on what you stand to gain or lose from taking a supplement.

Dietary Supplement	What They Claim To Do	Truth
Amino acids and protein powders	Increase muscle mass and strength, weight gain	Amino acids are the building blocks of protein. Research shows that extra protein from amino acids supplements or protein powders does not increase muscle mass and may do more harm than good.
Androstenedione (Andro)	Increase testosterone production	Andro plays a role in the production of the hormone testosterone. (Testosterone is responsible for bigger muscles and other male characteristics.) There is no proof that taking more andro will increase testosterone levels and improve performance. Your body naturally regulates testosterone production, producing more when levels are low, and producing less when levels are high. Taking andro or other related hormones can cause acne, breast enlargement, liver and heart problems, and personality disorders.
Carnitine "L-Carnitine"	Burn fat	Carnitine is found naturally in our bodies. Unless you have a rare condition that causes you to be deficient, taking a carnitine supplement will not help your body burn fat or increase your strength. Your body already has all the carnitine it needs and extra is excreted as waste.
Chromium "Chromium Picolinate"	Burn fat and build muscle	Chromium is a mineral that helps move sugar from the blood into muscle cells. Taking extra chromium has not been proven to burn fat or build muscle in athletes. A well-balanced diet including foods such as corn, potatoes, apples, peas, and chicken breasts will provide you with all the chromium you need.
Coenzyme Q10	Increase energy	Coenzyme Q10 can help with energy production in the body. However, there is no dietary requirement for this substance because humans are never deficient. Taking extra Coenzyme Q10 will not increase energy.
Creatine "Creatine Phosphate"	Increase muscle strength and size	Creatine is stored in your muscles. Some research has shown that creatine supplements may improve performance of elite athletes during short-term exercises like sprinting. There is no good evidence it is beneficial in "average athletes." But research has also shown that creatine supplements increase water retention which is believed to contribute to muscle cramps, muscle spasms, and even pulled muscles. You can get all the creatine your body needs from a well balanced diet.
Caffeine, and herbal products like Ephedra (Mau-huang) and ginseng	Increase energy, burn fat	These products are found in drinks, diet pills, bars, powders, teas, and supplements. Taking an herbal supplement can be harmful to your health and possibly life-threatening. For example, taking ephedra can put you at risk of having a heart attack, seizure, stroke, or kidney damage, and taking caffeine before exercising can lead to dehydration and abnormal heart rhythms and cause diarrhea.
Vanadium "Vanadyl Sulfate"	Build muscle	Vanadium is a trace mineral. There is no daily requirement for vanadium and no evidence that it is useful for increasing muscle mass. Large doses of vanadium have been shown to cause diarrhea, green tongue, and cramps.

Think twice before you buy!

- Nutritional supplements are not requierd to be tested for safety or effectiveness to be sold in the United States.
- Little is known about the possible long-term side effects of taking nutritional supplements.

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CHAPTER

7

Resources

Section Contents

1. Recommended Nutrition and Physical Activity Contacts and Resources
2. Recommended Websites Related to Nutrition and Physical Activity
3. Nutrition and Physical Activity Vendors and Materials





Recommended Nutrition and Physical Activity Contacts and Resources

American Alliance for Health, Physical Education, Recreation and Dance
800-213-7193
http://www.aahperd.org

American Cancer Society (ACS)
Check your phone book under "American Cancer Society" for your regional office.
http://www.cancer.org
Provides guest speakers for classrooms, parent groups, and health fairs.

American Council on Exercising
5820 Oberlin Drive. Suite 102
San Diego, CA 92121-3787
858-535-8227
http://www.acefitness.com

American Diabetes Association
1701 North Beauregard Street
Alexandria, VA 22311
800-DIABETES (800-342-2383)
www.diabetes.org
Materials include *New Soul Food Cookbook for People with Diabetes*

American Dietetic Association (ADA)
800-366-1655
www.eatright.org
Can provide referrals to a Registered Dietitian in your area.

American Volkssport Association
1001 Pat Booker Rd., Suite 101
Universal City, TX 78148-4147
800-830-9255 or 210-659-2112
For organized, noncompetitive hikes and walks for walkers of all abilities throughout the country; call to reach local chapters.
http://www.ava.org

Association of Black Cardiologists, Inc.
6849-B2 Peachtree Dunwoody Rd., NE
Atlanta, GA 30328
678-302-4ABC
http://www.abcardio.org

California Adolescent Nutrition & Fitness Program
2140 Shattuck Ave, Suite 610
Berkeley, CA 94704
800-200-3131 or 510-644-1533
http://www.canfit.org

Center for Science in the Public Interest
1875 Connecticut Ave., N.W., Suite 300
Washington, DC 20009-5728
202-332-9110
http://www.cspinet.org
Materials include the *Nutrition Action Healthletter*

Food and Nutrition Information Center (FNIC)
National Agriculture Library, Rm. 304
10301 Baltimore Ave.
Beltsville, MD 20705-2351
301-504-5719
http://www.nal.usda.gov/fnic

Minority Health Professions Foundation
3 Executive Park Drive, NE, Suite 100
Atlanta, GA 30329
404-634-1993
http://www.minorityhealth.org

American Heart Association (AHA)
Contact your division or regional American Heart Association office in your phone book.
http://www.americanheart.org

National Center for the Advancement of Blacks in the Health Professions
P.O. Box 21121
Detroit, MI 48221
313-342-1522
dm2103@aol.com

National Hypertension Association (NHA)
324 East 30th Street
New York, NY 10016
212-889-3557
http://www.nathypertension.org

National Institutes of Health (NIH)
National Center on Minority Health & Health Disparities
6707 Democracy Blvd. Suite 800
Bethesda, MD 20892-5465
301-402-1366
http://www.ncmhd.nih.gov

Society for Nutrition Education (SNE)
9202 North Meridian, Suite 200
Indianapolis, IN 46260
317-571-5618 or 800-235-6690
http://www.sne.org

National Kidney and Urologic Diseases Information Clearinghouse
3 Information Way
Bethesda, MD 20892-3580
301-654-4415
http://www.niddk.nih.gov/health/kidney/nkudic.htm
Maintains a database of patient and professional education materials that are geared towards African-Americans.

Centers for Disease Control and Prevention
Division of Nutrition and Physical Activity
4770 Buford Highway, N.E. Mailstop K33
Atlanta, GA 30341-3717
770-488-5820
http://www.cdc.gov/nccdphp/dnpa/
Nutrition and Physical Activity Information Line 888-CDC-4NRG

Office of Minority Health Resource Center
Can provide a list of health professionals in your area for guest speaking.
P.O. Box 37337
Washington, DC 20013-7337
800-444-6472
http://www.omhrc.gov

U.S. Department of Agriculture
Food and Nutrition Service
TEAM Nutrition
3101 Park Center Drive, Rm. 632
Alexandria, VA 22302
703-305-1624
http://www.fns.usda.gov/tn/
TEAM Nutrition is the implementation tool for the USDA's School Meals Initiative for Healthy Children.

Office of the Centers for Disease Control and Prevention
Associate Director of Minority Health
1600 Clifton Road, N.E.
Mailstop D39
Atlanta, GA 30333
404-639-7210
http://www.cdc.gov/od/admh/

U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
3101 Park Center Drive, Rm. 1034
Alexandria, VA 22302
703-305-7600
http://www.cnpp.usda.gov
Materials include the Food Guide Pyramid and Healthy Eating Index.

U.S. Food and Drug Administration (FDA)
5600 Fishers Lane, HFE–88
Rockville, MD 20857
888-INFO-FDA (463-6332)
301-827-7130
http://www.fda.gov/opacom/morecons.html

FSIS Food Safety and Consumer Education
1400 Independence Ave. S.W., Rm-2932-S
Washington, D.C. 20250-3700
www.fsis.USDA.gov
http://www.fightbac.org

Recommended Websites Related to Nutrition and Physical Activity

See also the web addresses for organizations listed in the Resource Organizations. The Centers for Disease Control and Prevention, the U.S. Department of Agriculture/Food and Nutrition Service, the California Adolescent Nutrition and Fitness Program, the 100 Black Men of America, and the Boys and Girls Clubs of America do not monitor or endorse the information contained in the referenced websites.

African-American Websites

African-American Health Page
http://www.nlm.nih.gov/medlineplus/africanamericanhealth.html

African-American Village
http://www.iminorities.com/african.html

Black Facts Online
http://www.blackfacts.com

Eat Ethnic.com
Food, culture, and nutrition resources and materials
http://www.eatethnic.com/resources.htm

General Websites

Dietary Guidelines for Americans
http://www.health.gov/dietaryguidelines/

Dole's 5 A Day
http://www.dole5aday.com

Food Composition Information
http://www.nal.usda.gov/fnic/foodcomp

Food and Drug Administration's (FDA) Center for Food Safety and Applied Nutrition
http://www.cfsan.fda.gov/list.html

Found Health
http://www.foundhealth.com

Health and Fitness Page
http://k2.kirtland.cc.mi.us/~balbachl/fitness.htm

International Food Information Council
http://ificinfo.health.org

Kid's Health for parents, kids and teens
http://www.kidshealth.org/index.html

Team Nutrition
http://www.fns.usda.gov/tn/

U.S. Department of Agriculture (USDA)
What We Eat in America—Food Surveys Research Group
http://www.barc.usda.gov/bhnrc/foodsurvey/home.htm

Tufts University Nutrition Navigator:
A Rating Guide to Nutrition Websites
http://www.navigator.tufts.edu

Your Health Daily
http://www.yourhealthdaily.com

Youth Websites

Bodies in Motion...Minds at Rest
http://library.thinkquest.org/12153/

In the Mix Sports
http://www.pbs.org/inthemix/shows/show_sports.html

Kid's Health for parents, kids and teens
http://www.kidshealth.org

Nutrition on the Web for Teens
http://library.thinkquest.org/10991/nutriquiz.html

Information on Fast Food

Fast food calorie and fat gram counter
http://www.gocarolinas.com/shared/health/tools/fastfood.html

Food database—fast foods
http://www.foundhealth.com/food/

Food Finder
http://www.olen.com/food/

Nutrition and Physical Activity Vendors and Materials

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Nutrition

Recommended Nutrition Counseling Education Service® (NCES®) Materials on Nutrition/Physical Activity
Credit card orders: Call 1-800-445-5653 (M-F 9 a.m. to 5 p.m. Central)
Fax your credit card or purchase orders any time. Fax: 1-800-251-9349
Mail orders to: NCES, 1904 E 123rd St., Olathe, KS 66061 or order from the website: http://www.ncescatalog.com/.

Nutrition and Cookbooks

Eating on the Run, Evelyn Tribole, RD
One of the most helpful books we have come across. Tribole shows how to combine nutritious eating with fast-paced living. She provides strategies for weight control, meal and snack planning, and 40 recipes that can be prepared in less than one minute! This book is filled with calorie and nutrient content charts and tips on dining out.
#1012 Soft-cover 1992 $15.95

Bowes and Church's Food Values of Portions Commonly Used, 17th Edition, Jean A.T. Pennington, Ph.D., RD.
It's all here…the data you need on the nutrient content of foods in quick reference.
#2000 $47.00

Nasco Nutrition Teaching Aids
Featuring Lifeform Food Replicas
Call: 800-558-9595
Nasco–Modesto
4825 Stoddard Rd.
P.O. Box 3837
Modesto, CA 95352-3837
Phone: 209-545-1600
Fax: 209-545-1669
http://www.enasco.com

or

Nasco–Fort Atkinson
901 Janesville Ave.
P.O. Box 91
Fort Atkinson, WI 53538-0901
Fax: 920-563-8296

Physical Activity

Collage Video—Exercise videos for home use and classes
1-800-433-6769
http://www.collagevideo.com

Accusplit—Pedometers and stopwatches
2290A Ridgewood Ave.
San Jose, CA 95131
Order by phone: 1-800-935-1996
http://www.accusplit.com

ProFit Instructor Supplies
Books, nutrition education supplies—fat tubes, food maps, strengthening equipment, balls, bands, step counters
Order by phone: 425-255-3817 or fax 425-255-0478

ProFit
12012 156th. Ave. SE
Renton, WA 98059
http://www.exercisexpress.com

SPORTIME
Physical Education, Recreation, Athletics, Aquatics, Dance and Health supplies and equipment
Phone orders: 1-800-283-5700
Fax orders: 1-800-845-1535
http://www.sporttime.com

SPRI
Xertube Products—low-cost, physical activity equipment (e.g., tubes, bands)
To order call: 1-800-222-7774
http://www.spriproducts.com

CHAPTER

8

Appendixes

Section Contents

1. Let the Pyramid Guide Your Food Choices
2. What You Should Know About Your Adolescent's Nutrition and Fitness (Parent Handout)
3. Healthful Cooking (Parent Handout)
4. Homestyle Biscuits
5. 1-2-3 Peach Cobbler
6. Good-For-You Cornbread
7. Mock-Southern Sweet Potato Pie
8. The Competitive Edge (Youth Handout)
9. Looking Good and Feeling Great (Youth Handout)
10. Sample Menu Guidelines Memo





Let the Pyramid Guide Your Food Choices

Different foods contain different nutrients and other healthful substances. No single food can supply all the nutrients in the amounts you need. For example, oranges provide vitamin C and folate but no vitamin B12; cheese provides calcium and vitamin B12 but no vitamin C. To make sure you get all the nutrients and other substances you need for health, build a healthy base by using the Food Guide Pyramid (page 188) as a starting point. Choose the recommended number of daily servings from each of the five major food groups (see box below). If you avoid all foods from any of the five food groups, seek guidance to help ensure that you get all the nutrients you need.

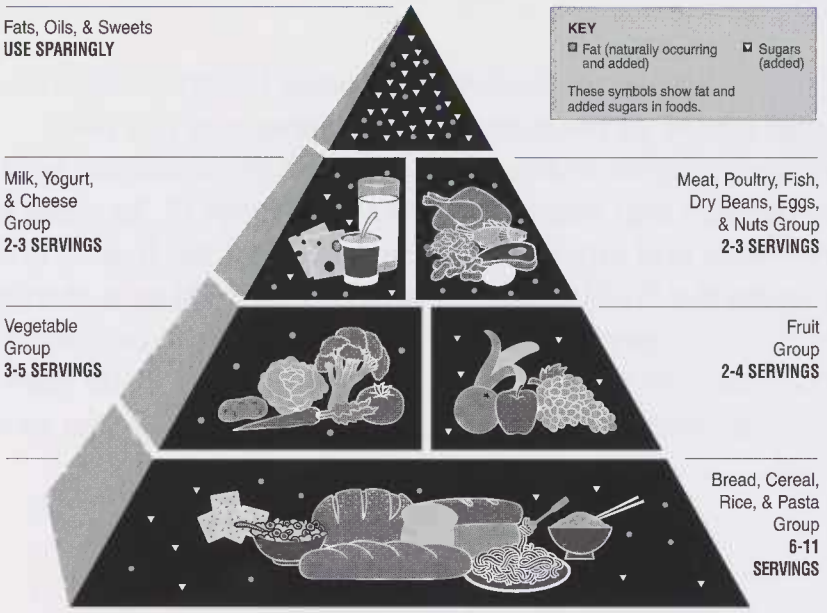
How Many Servings Do You Need Each Day?

Food group	Children ages 2 to 6 years, women, some older adults (about 1,600 calories)	Older children, teen girls, active women, most men (about 2,200 calories)	Teen boys, active men (about 2,800 calories)
Bread, Cereal, Rice, and Pasta Group (Grains Group)—especially whole grain	6	9	11
Vegetable Group	3	4	5
Fruit Group	2	3	4
Milk, Yogurt, and Cheese Group (Milk Group)—preferably fat free or low fat	2 or 3*	2 or 3*	2 or 3*
Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (Meat and Beans Group)—preferably lean or low fat	2, for a total of 5 ounces	2, for a total of 6 ounces	3, for a total of 7 ounces

Adapted from U.S. Department of Agriculture, Center for Nutrition Policy and Promotion. The Food Guide Pyramid, Home and Garden Bulletin Number 252, 1996.

* The number of servings depends on your age. Older children and teenagers (ages 9 to 18 years) and adults over the age of 50 need 3 servings daily. Others need 2 servings daily. During pregnancy and lactation, the recommended number of milk group servings is the same as for nonpregnant women.

Food Guide Pyramid–A Guide to Daily Food Choices



What Counts as a Serving?

Bread, Cereal, Rice, and Pasta Group (Grains Group)–whole grain and refined

- 1 slice of bread
- About 1 cup of ready-to-eat cereal
- ½ cup of cooked cereal, rice, or pasta

Vegetable Group

- 1 cup of raw leafy vegetables
- ½ cup of other vegetables–cooked or raw
- ¾ cup of vegetable juice

Fruit Group

- 1 medium apple, banana, orange, pear
- ½ cup of chopped, cooked, or canned fruit
- ¾ cup of fruit juice

Milk, Yogurt, and Cheese Group (Milk Group)*

- 1 cup of milk** or yogurt**
- 1½ ounces of natural cheese** (such as Cheddar)
- 2 ounces of processed cheese** (such as American)

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group (Meat and Beans Group)

- 2-3 ounces of cooked lean meat, poultry, or fish
- ½ cup of cooked dry beans# or ½ cup of tofu counts as 1 ounce of lean meat
- 2½-ounce soyburger or 1 egg counts as 1 ounce of lean meat
- 2 tablespoons of peanut butter or ⅓ cup of nuts counts as 1 ounce of meat

NOTE: Many of the serving sizes given above are smaller than those on the Nutrition Facts Label. For example, 1 serving of cooked cereal, rice, or pasta is 1 cup for the label but only ½ cup for the Pyramid.

*This includes lactose-free and lactose-reduced milk products. One cup of soy-based beverage with added calcium is an option for those who prefer a non-dairy source of calcium.

** Choose fat-free or reduced-fat dairy products most often.

Dry beans, peas, and lentils can be counted as servings in either the meat and beans group or the vegetable group. As a vegetable, ½ cup of cooked, dry beans counts as 1 serving. As a meat substitute, 1 cup of cooked, dry beans counts as 1 serving (2 ounces of meat).

What You Should Know About Your Adolescent's Nutrition and Fitness

The Problem

Young people are eating more, exercising less, getting heavier, and becoming unhealthier. Obesity rates have risen to an all-time high of 13% among African-American youth ages 12 to 17. Experts say being overweight at any age increases your risk of developing serious health conditions such as diabetes and heart disease.

Who or What Is to Blame?

Adolescents today face many challenges when it comes to making food and activity choices:

- Little knowledge of good nutrition and the negative effect of poor nutrition.
- Widespread availability of low-cost, high-fat, high-sugar foods.
- Being bombarded with advertising for unhealthful foods.
- Lack of food selection and preparation skills.
- Limited access to safe physical activity options.
- Too many opportunities to be physically inactive (cell phones, video games, Internet, television, cars).

The Solution

Proper nutrition and regular physical activity are not only important for good health but can also improve your youth's energy level and attention span and promote better learning. Making sensible eating and activity choices begins at home. As parents, there are many things you can do to support good nutrition and fitness and help your child develop health habits that can last a lifetime.

1. Encourage your adolescent to meet these recommendations.

Eat at least 5 servings of fruits & vegetables each day to support good health and growth. Diets rich in fruits and vegetables are associated with decreased risk of some types of cancers and heart disease.

Drink 8 glasses of water every day.

Eat fiber-rich foods every day. Good sources of fiber are beans, sweet potatoes, carrots, peas, apples, pears, oranges, grapefruit, oatmeal, whole-wheat breads, crackers, and breakfast cereals. Read the Nutrition Facts label to find out if the food is a good source of fiber.

Eat 3 servings of calcium-rich foods every day* to build and maintain strong bones and proper blood flow. Many African-Americans shy away from calcium-rich milk and milk products because they suffer from lactose intolerance. Other sources of calcium include calcium-fortified juices and cereals, black-eyed peas, broccoli, greens, kale, spinach, and almonds.

*This recommendation is especially important for African-Americans as studies have linked these nutrients to the prevention of colon cancer and high blood pressure. These diseases have a high prevalence in our community.

2. Be aware of what they are eating.

With independence comes the responsibility for making appropriate food choices. What youth eat away from home is sometimes a mystery. If they are not eating school lunch, chances are they might not be getting the nutrition they need. Youth often have access to unhealthful fast and convenience foods on school grounds. Meal and snack choices might include chips or a soda and a candy bar from a vending machine. Talk with your adolescent about how food choices can affect health. Encourage him/her to balance food choices and eat a variety of foods. Discuss healthier food selections and assist him/her with planning and selecting meals and snacks.

3. Practice makes perfect.

Have youth participate in meal planning, selection, and preparation. Take them with you to the grocery store; show them how to pick fresh produce and teach them to look for expiration dates. Invite them into the kitchen to prepare a nutritious meal or snack. Point out the safety hazards in the kitchen and how to properly use utensils and other cooking equipment. Teach your child low-fat cooking methods (e.g., substituting low-fat milk in recipes, baking/broiling rather than frying). If armed with the tools and the knowledge, your child will be more likely to prepare his/her own meal or snack when left alone.

4. Keep a variety of food in the home.
Adolescents say availability is one of the reasons why they do not choose healthier foods. Make healthful snack foods visible and convenient (see grocery list on next page). Wash and cut up their favorite fruits and vegetables ahead of time and place in a clear container in the front of the refrigerator. Have foods on hand that appeal to a variety of cravings.

- *Sweet*—dried fruit, low-fat pudding, granola bars, vanilla wafers, fig bars
- *Salty*—pretzels, unbuttered popcorn, baked chips
- *Crunchy*—bread sticks, whole-wheat crackers, ready-to-eat, low-sugar cereals

5. Encourage regular physical activity.
Young people need 60 minutes of physical activity each day. Research has shown that young people who participate in regular physical activity perform better on tests, are sick less often, and have higher self-esteem. Find out what activities your child likes and help him or her to get involved in a leisure sports activity or a competitive league in your community. Select gifts that encourage physical activity (e.g., skates, balls, jump ropes) and set limits on television watching and computer use. Set aside time to share at least one outdoor activity with your child each week (e.g., go for a walk or hike, clean up the yard, play ball).

6. Set an example.
Be a role model by showing that nutrition and physical activity are important to you!

Grocery List

At the store buy the following…

Foods high in vitamins A and C

- Sweet potatoes
- Turnip greens
- Dandelion greens
- Mustard greens
- Peas and carrots
- Red and green peppers
- Canteloupe
- Strawberries
- 100% Cranberry juice w/vitamin C added
- Collards
- Spinach
- Beet greens
- Broccoli
- Tomatoes
- Apricots
- Peaches
- Citrus fruits
- 100% Apple juice w/vitamin C

Sources of calcium

- Low/non-fat yogurt, milk, pudding
- Low-fat cheeses (part-skim ricotta, mozzarella, Parmesan, Swiss)
- Collard greens
- Salmon, canned w/bones
- Cereal fortified with calcium
- Black-eyed peas
- Juices fortified with calcium

Foods high in fiber

- Whole-wheat bread, muffins, crackers (100% whole-wheat flour is the first ingredient)
- Brown rice
- Beans
- Multi-grain frozen waffles
- Oatmeal
- Dried fruits
- Whole-grain cereals
- Cornmeal (whole)
- Potatoes with skin
- Whole-wheat pancake mix
- Graham crackers
- Popcorn (air popped)

Healthful Cooking

Making small changes in the kitchen can add up to big gains in your health. But who said you have to sacrifice taste for nutrition? Try the following tips and substitutions to make the meals you serve better for health.

When sautéing onion for flavoring stews, soups, and sauces	___	Use nonstick spray, water, or stock.
When making a salad dressing	___	Use equal parts water and vinegar and half as much oil. To make up for less intense flavor, add more mustard and herbs.
When making chocolate deserts	___	Use 3 tablespoons of cocoa instead of 1 ounce of baking chocolate (if fat is needed to replace the fat in chocolate, add 1 tablespoon or less of vegetable oil).
When making cakes and soft-drop cookies	___	Use no more than 2 tablespoons of fat for each cup of flour.
When making muffins, quick breads, biscuits	___	Use no more than 1-2 tablespoons of fat for each cup of flour.
When making muffins or quick breads	___	Use 3 ripe, very well mashed bananas instead of ½ cup butter or oil.
When baking or cooking	___	Use 3 egg whites and 1 yolk instead of 2 whole eggs; use 2 egg whites instead of 1 whole egg.
When making pie crust	___	Use only ½ cup margarine for every 2 cups of flour.
When you need sour cream	___	Blend 1 cup low-fat cottage cheese with 1 tablespoon skim milk and 2 tablespoons lemon juice, substitute plain or nonfat low-fat yogurt, or try some of the reduced-fat sour cream substitutes.
When a recipe calls for butter, lard or shortening	___	Choose margarine with liquid vegetable oil as the first ingredient listed on the label.
To cut saturated fat	___	Use regular soft margarine made with vegetable oil instead of butter or lard. In general, diet margarine should not be used in baking.

Adapted from Down Home Healthy, National Institutes of Health

Try...	Instead of...
Broiling, steaming, roasting/baking, microwaving, grilling, braising/stewing, boiling, simmering, stir-frying with a little bit of oil (no more than 1-2 tablespoons oil for 4 servings)	Frying, basting with fat, cooking in fatty sauces and gravies
Lean meats such as round, sirloin, chuck arm pot roast, loin, lean and extra lean ground beef	Regular ground beef
Chicken and turkey with skin removed	Fried chicken
Baked, broiled fish, tuna packed in water	Fried fish, tuna packed in oil
Beans made with smoked turkey parts	Beans made with lard, ham hock
Skinless chicken thighs	Neck bone
Turkey thighs	Ham hocks and fatback
Small amount of vegetable oil	Lard, butter, or other fats that are solid at room temperature
Turkey bacon, lean ham, Canadian bacon	Pork bacon, sausage
Ground turkey breast	Ground beef or pork
Low-fat (1%) or nonfat milk	Whole milk or 2% milk
Low-fat or part-skim milk cheeses (check labels)	Whole-milk cheeses
Evaporated skim milk	Cream
Mustard, low-fat mayo and salad dressing	Regular mayo and creamy salad dressing
Vegetables prepared without added fat	Vegetables made with butter or seasoned with meats
Low-sodium bouillon and broth	Regular bouillon and broth

For healthful recipes

Check out the following websites:

http://www.intelihealth.com
http://www.cookinglight.com
http://www.deliciousdecision.org
http://www.allrecipes.com
http://www.mealforyou.com

Or healthful cookbooks:

More Healthy Homestyle Cooking, Evelyn Tribole

AHA Meals in Minutes, American Heart Association

Adapted from Down Home Healthy, National Institutes of Health

Homestyle Biscuits

Ingredients:

2 cups	flour	2 Tbsps.	sugar
2 tsps.	baking powder	⅔ cup	buttermilk, 1% fat
¼ tsp.	baking soda	3 Tbsps. +1 tsp.	vegetable oil
¼ tsp.	salt		

Directions:

1. Preheat oven to 450 degrees F.
2. In a medium bowl, combine flour, baking powder, baking soda, salt, and sugar.
3. In a small bowl, stir together buttermilk and oil. Pour over flour mixture; stir until well mixed.
4. On a lightly floured surface, knead dough gently for 10 to 12 strokes. Roll or pat dough to ¾ inch thickness. Cut with a 2-inch biscuit or cookie cutter, dipping cutter in flour between cuts. Transfer biscuits to an ungreased baking sheet.
5. Bake for 12 minutes or until golden brown. Serve warm.

Nutrition Facts:

Makes 15 servings

Serving Size:	1 (2-inch) biscuit
Calories:	99
Fat:	3 g.
Saturated Fat:	less than 1 g.
Cholesterol:	less than 1 mg.
Sodium:	72 mg.

1-2-3 Peach Cobbler

Ingredients:

½ tsp.	cinnamon, ground
1 Tbsp.	vanilla extract
2 Tbsps.	cornstarch
1 cup	peach nectar
¼ cup	pineapple juice or peach juice
2 16-oz. cans	peaches, sliced, packed in juice, drained (or 1¾ lbs) fresh

Topping:

½ tsp.	nutmeg
1 Tbsp.	tub margarine
	nonstick cooking oil spray (for baking dish)
1 cup	pancake mix, dry
⅔ cup	all-purpose flour
½ cup	sugar
⅔ cup	evaporated skim milk
1 Tbsp.	brown sugar

Directions:

1. Combine cinnamon, vanilla, cornstarch, peach nectar, and pineapple or peach juice in a saucepan over medium heat. Stir constantly until mixture thickens and bubbles.
2. Add sliced peaches to mixture.
3. Reduce heat and simmer for 5 to 10 minutes.
4. In another saucepan melt margarine and set aside.
5. Lightly spray an 8-inch square glass dish with cooking oil spray. Pour hot peach mixture into the dish.
6. In another bowl, combine pancake mix, flour, sugar, and melted margarine. Stir in milk.
7. Quickly spoon this mixture over peach mixture.
8. Combine nutmeg and brown sugar. Sprinkle mixture on top of batter.
9. Bake at 400 degrees F for 15 to 20 minutes or until golden brown.
10. Cool and cut into 8 squares.

Nutrition Facts:

Makes 8 servings

Serving Size:	1 square
Calories:	271
Fat:	4 g.
Saturated Fat:	less than 1 g.
Cholesterol:	less than 1 mg.
Sodium:	263 mg.

Good-For-You Cornbread

Ingredients:

1 cup	cornmeal	1 cup	flour
¼ cup	white sugar	1 tsp.	baking powder
1 cup	buttermilk, 1% fat	1	egg, whole
¼ cup	margarine, regular, tub	1 tsp.	vegetable oil (to grease baking pan)

Directions:

1. Preheat oven to 350 degrees F.
2. Mix together cornmeal, flour, sugar, and baking powder.
3. In another bowl, combine buttermilk and egg. Beat lightly.
4. Slowly add buttermilk and egg mixture to the dry ingredients.
5. Add margarine and mix by hand or with a mixer for 1 minute.
6. Bake for 20 to 25 minutes in an 8- by 8-inch greased baking dish. Cool. Cut into 10 squares.

Nutrition Facts:

Makes 10 servings

Serving Size:	1 square
Calories:	178
Fat:	6 g.
Saturated Fat:	1 g.
Cholesterol:	22 mg.
Sodium:	94 mg.

Mock-Southern Sweet Potato Pie

Ingredients:

Crust:

1 ¼ cups	flour	¼ tsp.	sugar
⅓ cup	skim milk	2 Tbsps.	vegetable oil

Filling:

¼ cup	white sugar	¼ cup	brown sugar
½ tsp.	salt	¼ tsp.	nutmeg
3 large	eggs, beaten	¼ cup	evaporated skim milk, canned
1 tsp.	vanilla extract		
3 cups	sweet potatoes (cooked and mashed)		

Directions:

1. Preheat oven to 350 degrees F.

Crust:

2. Combine the flour and sugar in a bowl.
3. Add milk and oil to the flour mixture.
4. Stir with fork until well mixed and then form pastry into a smooth ball with your hands.
5. Roll the ball between two 12-inch squares of waxed paper using short, brisk strokes until pastry reaches edges of paper.
6. Peel off top paper and invert crust into pie plate.

Filling:

7. Combine sugars, salt, spices, and eggs.
8. Add milk and vanilla. Stir.
9. Add sweet potatoes and mix well.
10. Pour mixture into pie shell.
11. Bake for 60 minutes or until crust is golden brown. Cool and cut into 16 slices.

Nutrition Facts:

Makes 16 servings

Serving Size:	1 slice
Calories:	147
Fat:	3 g.
Saturated Fat:	less than 1 g.
Cholesterol:	40 mg.
Sodium:	98 mg.

The Competitive Edge

Eating and drinking the right foods and fluids gives you the energy you need to play and perform at your best. Eating too much of the wrong foods and drinks can make you feel slow, weak, and can even give you stomach cramps.

Follow the Food Guide Pyramid Each Day

By eating the recommended number of servings from each food group, you can be sure that you are at the top of your game. As an active youth, you may need to eat more servings from each food group to keep your energy up. And you will need to drink more water too, at least 8 to 12 cups per day. Remember to drink before you get thirsty. No one can eat the perfect diet every day, but the better you eat the healthier you'll feel. Make small changes every day. You'll soon notice the difference.

Game Day

On competition days it is especially important to pay attention to what you eat and drink. Most of the energy you will use comes from the food you eat and drink that day. Healthful foods to fuel your best performance have carbohydrates and very little fat. Carbohydrates are an important source of energy for intense sports, like runnning or basketball. Foods such as pasta, rice, breads, and fruits are good examples of "healthful carbohydrates." High-fat and high-protein foods stay in your stomach longer, and during exercise can cause stomach cramps, nausea, and even vomiting. Eating sugary foods can also make your stomach hurt during sports activities.

Fuel Up Before You Exercise

- **Foods to eat 3 to 4 hours before exercising:** fruit or vegetable juice, fresh fruit, bagel with low-fat cream cheese, bread or English muffin with peanut butter, lean meat, low-fat yogurt, baked potato, low-fat cheese or yogurt, cereal with low-fat (1%) milk, pasta with tomato sauce.
- **Foods to eat 2 to 3 hours before exercising:** fruit or vegetable juice, fresh fruit, bagel, bread, English muffin. Avoid cream cheese and peanut butter; the fat in these foods might make you feel sick while exercising.
- **Foods to eat 1 to 2 hours before exercising:** fruit or vegetable juice, fresh fruit (especially low-fiber fruits such as bananas, plums, melons, cherries and peaches).
- Don't eat right before you exercise. Digestion takes energy and food that is left undigested can leave you feeling full and/or sick.
- Don't eat high-fat foods. High-fat foods take longer to digest. Eating a high-fat food before you exercise can make you feel tired and sluggish and may cause stomach cramps or vomiting.
- Don't eat high-sugar foods. Eating sugary foods such as soda and candy bars before exercise can make you run out of energy too soon.
- Don't eat high fiber foods such as bran cereals, beans, or popcorn before exercising. They can cause gas and discomfort. Instead, eat these foods on days when you do not have an important game or competition.

Drink Up

When you exercise your body loses water by sweating and through breathing. If you lose too much water, you can become dehydrated, which can leave you feeling weak and tired and not able to perform at your best. To avoid becoming dehydrated:

- Drink 10 to 12 ounces of water (1¼ to 1½ cups) 1 to 2 hours before exercising.
- Drink 10 ounces of water (1¼ cups) 10 to 15 minutes before exercising.

During Exercise

- Drink 3 to 4 ounces (about ½ cup) of water every 15 minutes to replace lost fluid.

Tip: If you will be exercising longer than 1 hour you should refuel with carbohydrates. For example, try juice mixed with water or a sports drink.

Why is water the best for you?

Of all drinks, water is absorbed easiest by your body and it is usually free or relatively inexpensive. Sports drinks can be costly. Soda is loaded with both sugar and caffeine, a combination that can give you stomach cramps. Caffeine also pulls fluid from your body and dehydrates you even more. The main thing to remember is to drink even if you do not feel thirsty.

After Exercising

- Eat a high-carbohydrate meal or snack to refuel your body. Try fresh fruit or vegetables, bean burritos, sandwiches, spaghetti.
- Drink at least 2 cups of water after exercising to replace the fluid you lost from sweating. If it is a hot day or you just feel thirsty, drink more.

Looking Good and Feeling Great

Did you know that eating a well-balanced diet that includes plenty of fruits, vegetables, and water, along with doing regular physical activity, can help prevent some common adolescent problems?

Break-outs and Pimples

Frustrated by those unexpected and uninvited guests that always appear at the worst possible time? You are not alone.

Here are some things you can do to prevent those breakouts:

- Feed your skin. Vitamin A and vitamin C, found in fruits and vegetables, are important for keeping skin healthy and producing new skin cells. Foods such as cantaloupe, watermelon, sweet potatoes, carrots, tomatoes, collard greens, and spinach are all good sources of vitamins A and C.
- Stay hydrated. Water helps your body get rid of unwanted toxins and keeps your skin hydrated. Avoid beverages with a lot of caffeine like coffee or soda that can dehydrate you.
- Keep your face clean by washing twice a day, especially after exercising. Avoid using rough surfaces to clean your skin as they can cause more irritation. Use your hands, plain soap and water, or oil-free products for best results!
- Avoid the temptation to pick and pop. By picking at or popping pimples you run the risk of spreading the bacteria that cause pimples in the first place. You can also irritate your skin even more and cause permanent scarring.
- Try not to get stressed out! Relax, try exercising and mediating to reduce your stress.

Getting Sick All the Time

Does it seem as if each month you notice the same symptoms: the scratchy throat, the heavy head, that overall achy feeling, fever, chills? And before you know it, you have come down with a cold.

To help fight off future colds:

- Increase your fruit and vegetable consumption. Fruits and vegetables are high in vitamin C, the nutrient that helps to strengthen your body's ability to resist infection and improve its ability to heal wounds. Foods such as orange juice, grapefruit juice, cranberry juice, strawberries, collard greens, green and red peppers, okra, and squash are especially good sources of vitamin C.
- Get enough sleep. Your body needs rest in order to be able to fight off disease. Experts recommend at least 9 hours of sleep, every night.
- Get regular exercise.
- Avoid sharing drinking cups, silverware, or towels with other people.
- Wash your hands frequently even if they do not look dirty. Germs can appear on all types of surfaces, door handles, poles, railings.
- Try not to get stressed. When your body is under stress it is unable to fight off infection, making it easier for you to get sick.
- Stay clear of cigarette smoke.

Feeling Stressed

Whether it's the math test you have next week or the school dance next month, young people have a lot on their minds. It is easy to feel overwhelmed, under pressure and stressed out by everyday life. But being stressed out all the time can weaken your immune system, and you are more likely to get sick, get pimples, or feel depressed.

Here are some things you can do to help manage your stress level:

- Be physically active. Regular activity such as walking, biking, playing basketball are all good ways to deal with stress.
- Hang out with friends more frequently.
- Adopt a hobby to keep your mind off things.
- Remember to breathe deeply. Increased oxygen to the body and brain helps you to feel more relaxed and calm.

For more information on these and other teen health issues, visit the Teens Health website at http://www.kidshealth.org.

Sample Menu Guidelines Memo

Date: _____

TO: Catering Manager

FR: Client _____

RE: Menu Guidelines for our event

Since we are an organization dedicated to promoting good health to our members, we have made a commitment to "practicing what we preach." Therefore we are requesting that when catering meals for our organization, you make every effort to follow the menu guidelines listed below.

Menu Guidelines

For Continental Breakfasts

No Danish, croissants, or pastries. Instead provide bagels (including whole wheat, rye), low-fat muffins, and/or breakfast breads. Provide jam, low-fat cream cheese, and 1% or nonfat milk.

For All Meals

Whenever salads are served, the dressing should be on the side and/or supply a low- or nonfat dressing.

Beverages should be regular or decaffeinated coffee, teas (including lots of herbal teas), 100% juices, juice squeezes, and waters. No sodas or fruit drinks with added sugars.

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